DOCUMENT RESUME

ED 468 371 HE 035 225

TITLE	Where Have Oregon's Graduates Gone? Survey of the Oregon High School Graduating Class of 2001. A Report to the Oregon State Board of Higher Education.
INSTITUTION	Oregon Univ. System, Eugene. Office of Institutional Research Services.
PUB DATE	2002-07-00
NOTE	84p.; For the 1999 survey, see ED 446 460.
AVAILABLE FROM	Oregon University System (OUS) Institutional Research Services, P.O. Box 3175, Eugene, OR 97403. Tel: 541-346-5754; e-mail: IR@ous.edu. For full text: http://www.ous.edu/irs/01WHOGG/ Full_Report.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*College Attendance; College Choice; Educational Planning; *Enrollment Influences; Graduate Surveys; *High School Graduates; High Schools; Higher Education; Questionnaires; State Surveys; Telephone Surveys
IDENTIFIERS	Oregon; *Oregon University System

ABSTRACT

In an effort to understand the behavior and choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 2001. This biennial study, fifth in a series begun in 1993, seeks to identify the proportion of the graduating class that attended a postsecondary institution, the type of institution, and the reasons for that choice. College Enrollment rates for the class of 2001 show a continuing rise over previous classes and exceed those for the United States as a whole. More than 68% of survey respondents were enrolled in a postsecondary institution during fall 2001, with an additional 6.3% enrolling winter term. With the additional enrollment over the next 18 months, the college attendance rate of the class of 2001 could reach over 90%. Among all the high school graduates surveyed, 42.2% are attending a four-year university or college after winter term, and 32.4% have chosen a two-year college. About 11.4% of respondents left Oregon for a four-year college elsewhere. The rate of students attending college out of state continues to decline in Oregon. The major reasons for choosing a college were related to academic reputation, availability of a desired major, costs to students, and proximity to (or distance from) home. Half of all respondents reported that they were awarded a scholarship from their school, and more than one-third obtained student loans. The report also provides information about the most popular majors and student goals. Information on students not choosing to attend college shows that inability to afford it, desire for a break from school, and a work schedule that precludes college are the most frequent reasons cited. Three appendixes contain a discussion of the representative nature of the sample, comments from survey respondents, and the survey instrument. (Contains 22 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Oregon
University
System

ED 468 371

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY
S. Clark
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)
1

Where Have Oregon's Graduates Gone?

Survey of the Oregon High School Graduating Class of 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared by the
Office of Institutional Research Services
Oregon University System
P.O. Box 3175
Eugene, Oregon 97403

July 2002

BEST COPY AVAILABLE

HE035225

Oregon
University
System

Where Have Oregon's Graduates Gone?
Survey of the Oregon High School Graduating Class of 2001

A Report to the Oregon State Board of Higher Education

Prepared by the
Office of Institutional Research Services
Oregon University System
P.O. Box 3175
Eugene, Oregon 97403

July 2002

Eastern Oregon University | Oregon Institute of Technology | Oregon State University | Portland State University | Southern Oregon University
University of Oregon | Western Oregon University | Oregon Health Sciences University – Affiliated

If you have any questions or comments,
please contact:
Ruth D. Keele, Institutional Research Analyst
(541) 346-5754
ruth_keele@ous.edu

Contents

Page

EXECUTIVE SUMMARY i

BACKGROUND 1

Purpose of the Study 1

Survey Methodology 1

FINDINGS 3

What Proportion of Oregon High School Graduates Are Attending College? 3

Where Do Oregon High School Graduates Choose to Go to College? 3

What Proportion of Oregon Graduates Leave the State for College? 4

What are the Demographic Characteristics of College Enrollment? 5

Why Did Oregon High School Graduates Choose the College They Did? 5

Why Did Oregon High School Graduates Choose an OUS Institution? 6

Why Did Oregon High School Graduates Choose Another Four-Year University? 7

Why Did Oregon High School Graduates Choose an Oregon Community College? 8

Where Do High Achievers Go to College? 9

How Did an OUS Institution Rate in Students' Choices? 10

Do Students at Other Schools Plan to Transfer to OUS Institutions? 11

How Many Oregon High School Graduates Receive Financial Aid for College? 11

What Sources of Information Do High School Graduates Use in Choosing a College? 13

What Are Oregon High School Graduates Majoring In? 13

What Do Oregon High School Graduates Hope to Gain from College? 14

Do High School Graduates Not Attending College Plan to Enroll Later? 15

Why Do Oregon High School Graduates Not Attend College? 15

What Role Do Graduates' Academic Backgrounds Play in Their Choices? 15

What Else Did Respondents Say? 16

Conclusion 16

Contents (continued)

Page

TABLES

Table 1	College Enrollment Rates: Class of 1999 Compared to Classes of 1993, 1995, and 1997	17
Table 2	College Enrollment Rates: Oregon Compared to U.S.	18
Table 3	College Enrollment Rates: Choice of College Type	19
Table 4	Distribution of Demographic and GPA Characteristics Within Each College Choice Group	20
Table 5	College Choices of High School Graduates by Demographic and GPA Characteristics	22
Table 6	Importance of Reasons for Choosing an OUS Institution	24
Table 7	Reasons for Choosing an OUS Institution	25
Table 8	Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Independent College	26
Table 9	Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Four-Year Institution	27
Table 10	Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Community College	28
Table 11	College Choice of High GPA Students Compared to Other Students	29
Table 12	College Choice of High GPA Students: Class of 1999 Compared to Classes of 1995 and 1997	30
Table 13	Importance of Reasons for Choosing an OUS Institution: High GPA Students	31
Table 14	How Did an OUS Institution Rate? Respondents Not Choosing an OUS Institution	32
Table 15	Plans to Transfer to OUS: Respondents Not Choosing an OUS Institution	33
Table 16	Students Receiving Financial Aid	34
Table 17	Sources of Information Used in Choosing College	35
Table 18	Major Field of Study	36
Table 19	Student Goals for College	37
Table 20	Reasons for Not Going to College	38
Table 21	Academic Background of Survey Respondents	39
Table 22	Educational Attainment of Survey Respondents' Parents	40

APPENDICES

Appendix 1	Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates	41
Appendix 2	Other Comments from Survey Respondents	45
	Respondents Attending Four-Year Institutions	47
	Respondents Attending Two-Year Institutions	51
	Respondents Not Attending College	53
Appendix 3	Survey Instrument	55

EXECUTIVE SUMMARY

BACKGROUND

In a continuing effort to understand the behavior and choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 2001. This biennial study, the fifth in a series begun with the class of 1993, seeks to identify the proportion of the graduating class that attended a postsecondary institution, the type of college they chose, and the reasons for that choice. The survey also attempts to discern graduates' reasons for not attending college. The recent surveys have included additional questions to clarify how potential students collect and assess college-choice information and how various factors related to academic background influence their decisions.

ENROLLMENT

College enrollment rates for the Oregon class of 2001 show a continuing rise over previous classes surveyed and exceed those for the United States as a whole.

Percent of High School Graduates Enrolled Fall Term Following Graduation

	Men	Women	Total
Oregon – 2001	64.4	73.1	68.7
Oregon – 1999	63.8	69.8	66.9
Oregon – 1997	60.1	67.8	63.9
Oregon – 1995	54.8	65.7	63.4
Oregon – 1993	57.6	67.0	62.5
U.S. – 2000*	59.9	66.2	63.3

*Source: U.S. Department of Education, *Digest of Education Statistics 2001*, March 2002.

Over 68% of survey respondents were enrolled in a postsecondary institution during the fall of 2001, with an additional 6.3% enrolling winter term. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 2001 at the end of eighteen months following graduation could reach over 90%, based on the findings of this survey.

COLLEGE CHOICES

Among all of the high school graduates surveyed, 42.2% are attending a four-year university or college after winter term and 32.4% have chosen a two-year college. As in previous years, the

largest percentage of college-bound respondents selected an Oregon community college (29.8%), followed by OUS institutions, which enrolled 24.0% of respondents. Survey results show 11.4% of respondents leaving the state for a four-year college, a decline from the class of 1999 results in which 13.3% attended out of state. While a significant percentage of respondents with a high school grade point average of 3.75 or better continue to choose an out-of-state four-year institution (31.3%), that rate has been declining since the class of 1995 survey. The distribution for class of 2001 graduates is shown in the graph at the end of this summary.

Reasons For Choice of College

As in earlier studies, the major reasons for choosing a college are related to *academic reputation, availability of a desired major, costs to students,* and *proximity to (or distance from) home.* While academic reputation is most often considered important by students attending four-year colleges, financial issues are most likely to play a **very** important role in college-choice decisions.

Among graduates attending other colleges, almost 14% indicated that an OUS institution was their second choice, with an additional 13% having applied to and strongly considered an Oregon public university. Concerns about potential cuts to OUS academic programs, though somewhat abated since the class of 1999, continue to be an issue in college-choice decisions, particularly among graduates choosing to remain in Oregon. Over 36% of students attending Oregon community colleges have definite plans to transfer to an OUS institution and another 32% consider it likely they will transfer.

Financial Aid

Half of all college-going respondents report that they were awarded a scholarship from their school and over one-third obtained student loans. Approximately one-fifth were granted work-study, and 35% received scholarships from an outside source. Among students attending four-year universities, more of those at Oregon independent colleges were awarded financial aid of all types. Students at OUS institutions were as likely as those attending out of state to receive loans or work-study, but were least likely among four-year students to be awarded scholarships.

For students attending OUS institutions, scholarships and financial aid remain generally as important for the class of 2001 as they were for the class of 1999. For graduates choosing other four-year institutions, they are even more important: 73.8% of students attending an Oregon independent university and 58.6% of those attending out-of-state cited receipt of a scholarship as a very important reason for their choice.

Fields of Study

Just under one-quarter of college-bound respondents in the class of 2001 report their major as "undeclared." Among identified majors, the most popular fields for students enrolled at four-

year colleges are Business (15.4%), Natural Sciences (10.7%), Education (8.9%), Social Sciences (8.6%), and Engineering (8.4%). Students attending two-year institutions most often cited Health Professions (12.5%), Education (11.3%), and Business (9.1%).

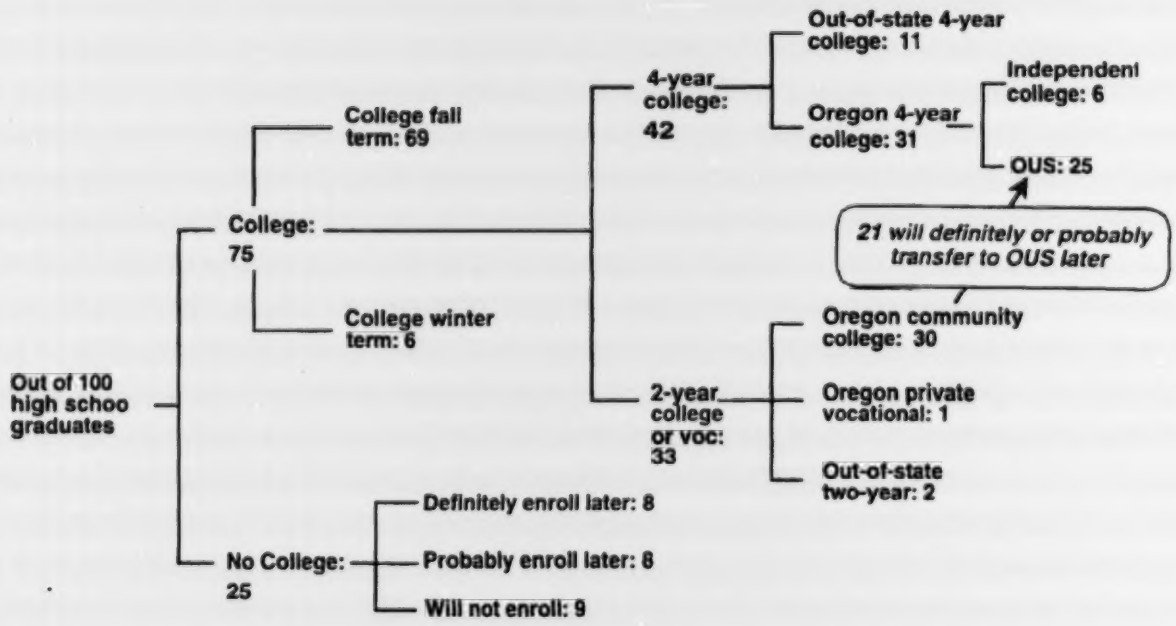
Goals for College

In response to an open-ended question asking students what they hope to gain from their college education, 46.8% of those responding mentioned *preparation for a career* or *getting a good job. Gaining knowledge or a well-rounded education* is a goal for 28%, and 25.5% are interested in obtaining a *degree, diploma, or certificate.*

Students Not Attending College

Up to two-third of students not enrolled in college are still considering applying, with 33.5% definitely planning to enroll during the next twelve months. For those not attending college, *inability to afford the cost, desire for a break from school,* and *a work schedule that precludes college* remain the reasons most frequently cited.

Where Did the Class of 2001 Go After Graduation?


Out of 100 high schoo graduates
College: 75
College fall term: 69
College winter term: 6
4-year college: 42
Out-of-state 4-year college: 11
Oregon 4-year college: 31
Independent college: 6
OUS: 25
21 will definitely or probably transfer to OUS later
2-year college or voc: 33
Oregon community college: 30
Oregon private vocational: 1
Out-of-state two-year: 2
No College: 25
Definitely enroll later: 8
Probably enroll later: 8
Will not enroll: 9

BEST COPY AVAILABLE

Background

Purpose of the Study

In a continuing effort to understand the behavior and choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 2001. This survey is the fifth in a series begun with the class of 1993 and, prior to 1997, reported in OUS publications under the title *Where Have All the Graduates Gone?*

The study aims to identify the proportion of the graduating class that attended a postsecondary institution in fall 2001 or winter 2002, the type of college chosen, and the reasons for that choice. It also attempts to discern graduates' reasons for not attending college. Included for analysis are demographic variables of gender, race or ethnicity, and home county.

Survey Methodology

The current survey uses the same general research design and instrument developed by the OUS Office of Institutional Research for the class of 1993 survey. Following the class of 1995 survey, the instrument was amended slightly to accommodate those respondents delaying college enrollment until winter term. Beginning with the class of 1999, questions were added to further clarify how potential students collect and assess college information. This class of 2001 survey collects new data on several factors influencing college enrollment and choice, including financial aid.

Interviews were conducted either with the high school graduate or, if he or she could not be reached, with a parent. In 71.5% of cases, interviewers spoke with the high school graduate. Since much of the requested information is of a factual nature and likely to be known by a parent, parental responses have been considered valid. An analysis was conducted on the discrepancies between graduate and parent responses and these are discussed later in this report.

During March and April 2002, telephone interviews were conducted with 1,177 randomly selected members of the senior class of 2001. Of this number, 1,094 had actually graduated high school or completed a GED by the fall of 2001, and 1,014 were usable interviews within the targeted quota groups. A multi-stage sampling design provided oversamples of at least 400 for each of two special populations: members of Oregon's ethnic minorities and high achievers (students graduating high school with a grade point average of 3.75 or higher). The sampling design allowed for overlaps between samples with one respondent representing, for example, both ethnic minorities and high achievers. These samples were weighted proportionately and merged into the general sample for analysis and reporting.

Appendix 1 shows comparisons of survey respondents, the overall Post-High School Plans survey database from which the sample was drawn, and all 2001 Oregon public high school graduates along the variables of gender, ethnic group, and geographic region in Oregon. On all three variables, the distribution of survey respondents mirrors that of the larger populations. The maximum margin of error for questions in this survey has been calculated at plus or minus 4.9% at the 95% confidence level.

Sampling, telephone interviews, data processing, and analysis were carried out by The Gilmore Research Group, an independent research firm in Portland, Oregon.

Findings

What Proportion of Oregon High School Graduates Are Attending College?

More of Oregon's high school graduates are choosing to attend college than ever before. Three-quarters (75.0%) of survey respondents from Oregon's high school graduating class of 2001 are currently attending some sort of college, a statistically significant increase from the 70.5% enrollment rate reported for the class of 1999 (Table 1). A handful of students (6.3% in this survey) continue to delay enrollment until winter term following their graduation from high school. Among all college-going respondents, 85.9% are attending full time, with students enrolled in four-year colleges more likely to attend full time (98.8%) than those in two-year schools (69.2%).

While nationwide enrollment rates of recent high school graduates have declined in the past two years, those in Oregon continue to climb, further widening the gap between Oregon and the nation as a whole, both in overall enrollment and in enrollment rates by gender (Table 2). College enrollment rates for Oregon's graduates of color exceed the United States average for those groups reported nationally, even taking into consideration the large sampling error in national enrollment rates for ethnic minorities. In a reflection of national trends since 1998, fall college enrollment among Oregon's African American graduates has declined, although the addition of winter term enrollment shows college attendance among this group of Oregon's graduates growing slightly. Similarly, overall enrollment for Oregon's Hispanic/Latino graduates has increased slightly, though the fall attendance rate has remained essentially unchanged despite national gains for this group.

Where Do Oregon High School Graduates Choose to Go to College?

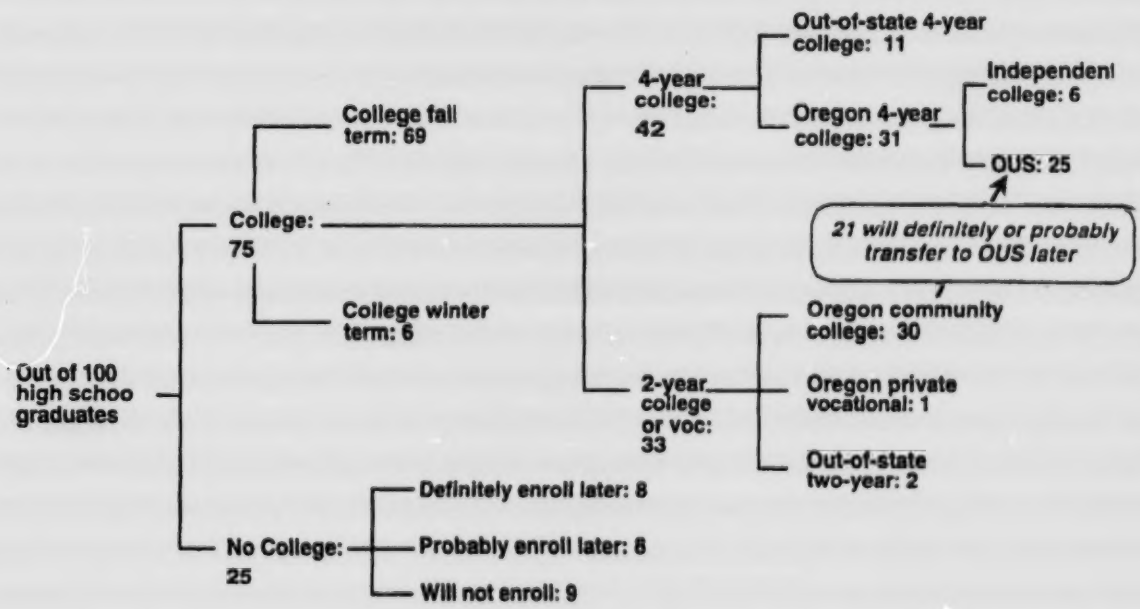
While the proportion of graduates going to a four-year college continues to grow (42.2% of the class of 2001 compared to 41.0% of the class of 1999), most of the increased enrollment for the class of 2001 has gone to Oregon community colleges (29.8% compared to 25.5%). As shown in Table 3, Oregon public universities have maintained their share of the college market, attracting about one-quarter of all Oregon high school graduates (24.5%) and 57.9% of graduates enrolled in a four-year university. Institutions within the Oregon University System attract the second-largest group of survey respondents enrolled in college. Though not a statistically significant change from the class of 1999, fewer members of the class of 2001 are choosing to leave the state for a four-year university (11.4% compared to 13.3% of the class of 1999). This reverses the trend noted between the classes of 1997 and 1999. An additional 6.0% of high school graduates are currently enrolled in one of Oregon's independent four-year colleges. This marks a statistically significant increase from the class of 1999 survey in which 3.7% of respondents chose an Oregon independent college, but is more in keeping with the proportions observed in surveys of earlier graduating classes. As in previous years, the largest group of respondents selected an Oregon community college (29.8%), a statistically significant increase from the 25.5% reported for the class of 1999. The majority of students delaying enrollment until winter

term are enrolled at Oregon community colleges, contributing to the overall higher enrollment rate at these schools.

What Proportion of Oregon Graduates Leave the State for College?

Among respondents attending a four-year university, 27.1% of the class of 2001 chose to leave the state for their postsecondary education. This compares to 32.3% of respondents from the class of 1999, which represented an increase over the class of 1997 (28.8%). Though neither change represents a statistically significant difference, taken together they suggest a degree of uncertainty or flexibility on the part of Oregon graduates as they consider whether to leave the state for their college education. A comparison of students graduating from high school with a high grade point average indicates that these students are not leaving the state at a greater rate than in the past and may be more inclined to stay in Oregon. The enrollment patterns of this group are discussed more fully later in this report. It should be noted that while the survey was conducted during the spring of 2002, college-choice decisions for the students interviewed would have been made well in advance of the unexpected events of September 11, 2001, and many students attending college in other states would already have begun classes by that time.

Where Did the Class of 2001 Go After Graduation?


Out of 100 high schoo graduates
College: 75
College fall term: 69
College winter term: 6
4-year college: 42
Out-of-state 4-year college: 11
Oregon 4-year college: 31
Independent college: 6
OUS: 25
21 will definitely or probably transfer to OUS later
2-year college or voc: 33
Oregon community college: 30
Oregon private vocational: 1
Out-of-state two-year: 2
No College: 25
Definitely enroll later: 8
Probably enroll later: 8
Will not enroll: 9

What Are the Demographic Characteristics of College Enrollment?

Table 4 shows the distribution of demographic characteristics and grade point average within each college category. Gender differences between college categories are not statistically significant for class of 2001 respondents. The distribution by ethnic group is generally comparable among the college choice categories. The differences in grade point average distributions are discussed later in the report.

College attendance rates by gender (Table 5) show a statistically significant difference between women graduates, of whom 80.2% are enrolled, and men, with 69.9% enrollment. This widening gender gap in college attendance, a reflection of trends nationwide, is currently receiving attention within the national higher education community.

Taken as a whole, graduates of color are at least as likely to attend college as their white classmates[1] (75.5% compared to 74.2%). Respondents from all racial/ethnic groups show increased rates of college attendance over the class of 1999, though either small populations or slight changes prevent the assurance of statistical significance. Asian American graduates are the most likely to enroll, with 90.2% of the class of 2001 respondents currently attending college, a statistically significant difference compared to other racial/ethnic groups. Oregon's American Indian graduates are enrolling at rates equal to the overall average of 75%, a marked increase from 47.8% of the class of 1999. African American survey respondents are enrolled at rates just lower than the state average (71.4%), with Hispanic/Latino graduates and students of mixed race showing the lowest enrollment rates of 66.7%. Native Hawaiians and Pacific Islanders, formerly reported with Asian Americans, show higher than average enrollment rates of 81.8%, although they represent a small portion of the survey sample.

Why Did Oregon High School Graduates Choose the College They Did?

The reasons cited by Oregon high school graduates for their choice of college were similar to those expressed in previous years. All students enrolled in four-year universities are concerned about the *academic reputation of the school they chose*, the *availability of their desired major*, *cost issues* (including scholarships and financial aid), and their *desire to be near to or far away from home*. While academic reputation is most often considered important by students attending four-year colleges, financial issues are most likely to play a **very** important role in college-choice decisions. Students enrolled in Oregon's community colleges again emphasized their interest in transferring to an OUS institution at a later time.

Concerns about cost continue to be a significant issue for Oregon's graduates as they consider their college options. For students attending OUS, scholarships and financial aid are generally as important as they were for the class of 1999; for students enrolled at other four-year institutions, they are even more important. As reported two years ago, respondents from the class of 1999 demonstrated a significant increase in their concern about potential cuts to academic programs at OUS universities. This has remained a concern for a similar proportion of students attending out-of-state four-year colleges, but has more than doubled among students enrolled at Oregon's

[1] Statistical analysis by ethnic group was conducted using an oversample of 438 graduates of color.

independent universities. Among those attending an Oregon community college, the importance of the issue has abated somewhat but remains higher than it was for the class of 1997. In a statistically significant finding, Oregon's students of color are more likely than their white classmates to express concern about cuts to programs or other activities at OUS institutions.

With 28.5% of responses coming from parents of graduates rather than the graduates themselves, analyses were conducted to compare graduates' responses with those of parents in order to discern any differences in perception. For all college groups, graduates themselves are more likely than parents to consider the availability of a desired major important to their choice of college. Parents for all groups are also more likely to overestimate the students' desire to get away from home or the state and to underestimate their desire to stay nearer home. Parents of OUS students tend to underestimate the importance of the university's social environment and sports program. Parents of students at other schools believe future plans to transfer to OUS and concerns about academic program cuts are less important than graduates themselves indicate. Responses of the two groups are more aligned on money-related issues, including affordability and scholarships. These statistically significant differences must be considered in evaluating the survey results.

Why Did Oregon High School Graduates Choose an OUS Institution?

In keeping with the results seen in previous surveys, the class of 2001 identified *good academic reputation*, *affordable cost,* and *the availability of a desired major* as the most important reasons for choosing an Oregon public university, with over 80% of respondents citing each as very important or somewhat important to their choice (Table 6). *Academic reputation* was held to be an important reason for choosing OUS by over 88% of students, a statistically significant increase from the 80.6% who considered it so two years ago. Students attending OUS also chose their university for its *proximity to home* (76.2%), again mirroring earlier graduating classes.

"...because it's closest to home and probably one of the best colleges in Oregon."

– *OUS university student*

Cost continues to be an important issue for students enrolled at OUS institutions. Compared to the class of 1999, a significantly greater proportion of respondents considered their *ability to afford the cost* a **very** important reason for their choice (58.9% compared to 48.1% of the class of 1999). The class of 1999 survey discovered a tremendous increase in the importance of scholarships and financial aid, with the proportion of students considering these important nearly doubling from the class of 1997. This pattern of heightened importance continues with the class of

2001, in which 47.6% of respondents attending OUS considered a *scholarship* important to their choice and 44.0% cited a *better financial aid award* as important. Reflecting the findings of national studies, this survey confirms that graduates of color are significantly more likely than white graduates to consider scholarships and financial aid important to their choice.

Table 7 presents the results of an open-ended question asking respondents to name the reasons they chose an OUS institution. These remarks generally support the findings reported above and add some depth to our understanding of students' decision making.

Why Did Oregon High School Graduates Choose Another Four-Year University?

Once again, according to this survey, the most important factor for respondents choosing a four-year university other than OUS was the *institution's academic reputation*, considered very or somewhat important by 85.2% of students attending an Oregon independent college and by 74.1% of students attending out of state (Tables 8 and 9). As with previous graduating classes, respondents also considered important their *desire to leave Oregon* (students attending out of state) or *stay close to home* (students attending an Oregon independent college).

Receipt of a scholarship and *financial aid* contributed significantly to respondents' choices, particularly for those remaining in the state. Almost 74% of students enrolled in an Oregon independent college indicated their *receipt of a scholarship* was a **very** important reason for their choice and 50.8% cited *better financial aid* as **very** important. These figures were 58.6% and 34.5% for students attending out of state, with the importance of both representing statistically significant increases from the class of 1999 in which 40.6% felt a scholarship and 20.6% felt financial aid to be very important to their choice.

This year's survey may provide some insight into how students wishing to remain in Oregon evaluated their college options. Over 30% (31.1%) of students attending an Oregon independent university indicated that their *inability to afford the cost of an OUS institution* was very or somewhat important to their choice, a statistically significant increase from 11.1% of the class of 1999. This finding may offer some explanation for the significant role that scholarships play in the college choices of this group.

"Her first choice was [an Oregon public university], but it didn't offer any grants and she couldn't afford it otherwise."

– *parent of an Oregon independent university student*

Interestingly, *plans to transfer to OUS* and *failure to meet OUS admission requirements* are significantly more important for class of 2001 graduates attending Oregon independent colleges than for their counterparts in the class of 1999. While the implications of this finding are not entirely clear, this might suggest that Oregon independent schools are enrolling students for whom an OUS institution is actually their preferred choice. Students choosing an Oregon independent college continue to be concerned about program cuts at Oregon public universities. While concern was higher among class of 1999 graduates than it had been for the class of 1997, the proportion of class of 2001 respondents who considered this important more than doubled from 8.9% to 19.7%, a dramatic, though not statistically significant, change.

Student responses to an open-ended question regarding the reasons for their choice of college confirm the importance of scholarships, the school's academic reputation, and a desire to leave the state. In addition, 32.7% of Oregon independent college students and 21.0% of out-of-state students expressed a desire for a *smaller school or classes*. Students attending out of state were attracted to the *specific locale in which the school is located* (15.7%) or wanted to attend a *private school* (7.3%). Just under 10% of students attending an Oregon independent college wanted a *religious school or atmosphere*.

Why Did Oregon High School Graduates Choose an Oregon Community College?

"I wanted to try a two-year college to see how it goes."

– Oregon community college student

As in previous years, survey respondents attending an Oregon community college cited their *plans to transfer to OUS* as the most important reason for their choice of college, with 57.9% considering it very important and an additional 21.2% finding it somewhat important (Table 10). This was followed by an *inability to afford an Oregon public university* (cited by 69.9%) and a *desire to stay close to home* (noted by 67.2%, down from 75% of the class of 1999).

The importance of their chosen *institution's academic reputation* was significantly less important to the class of 2001 (36.8% compared to 50.3% of the class of 1999), following a significant increase two years ago. *Concerns about academic program cuts at OUS*, deemed important by a startling 28.9% of 1999 graduates choosing an Oregon community college, were considered important by only 17.5% of the class of 2001, still high compared to 9.4% of the class of 1997. This may reflect a continuing concern tempered by a recognition that Oregon's community colleges may be facing similar cuts.

A review of open-ended responses reveals that 51.9% of those attending an Oregon community college mentioned an *inability to afford the cost of an OUS institution*. These comments also reflect some community college students' awareness of their lack of preparation, with 8.8% stating that they weren't ready for a four-year college and 8.1% indicating they enrolled in a community college because they had not yet decided on a major.

Where Do High Achievers Go to College?

The high school GPA data used in this study are self-reported by the student or are recollected by a parent. For this reason, some caution should be used in interpreting these results.

As would be expected, respondents graduating with a high grade point average show higher rates of college attendance, with 95.2% of those graduates enrolled compared to 71.4% of respondents with a GPA below 3.75. Table 11 shows the college choices of respondents with a GPA of 3.75 or higher compared to those with a lower grade point average. An Oregon public university is the choice of a slightly greater proportion of high achievers (38.5%) than other students (31.1%). Respondents reporting a high GPA are far more likely than other students to select an out-of-state four-year institution (31.3%) or an Oregon independent college (14.5%).

Table 12 compares the college choices of high achieving respondents with their counterparts in previous graduating classes. While a slightly greater proportion of the class of 2001 high achievers chose an Oregon public university (38.5% compared to 36.9% of the class of 1999), Oregon independent colleges saw greater increases, attracting 14.5% of the class of 2001 high achievers compared to 10.1% of the class of 1999. Just as more members of the class of 2001 as a whole are staying in Oregon for college, so too are more of Oregon's high achieving graduates choosing to remain in the state. Out-of-state universities were the choice of 31.3% of students with a high GPA, compared to 34.1% of the class of 1999. These findings, though not statistically significant, reinforce the decline noted in the previous two studies.

The reasons considered most important by high achieving respondents in their choice of an OUS institution (Table 13) mirror, in most regards, those of all respondents choosing an Oregon public university (Table 6). In addition to *academic reputation*, *desired major*, and *location*, cost considerations remain an important issue. A *scholarship offer* was cited as an important reason for their choice by 71.0% of high-GPA respondents attending OUS, compared to 47.6% of all respondents attending OUS.

"I wonder why the Oregon schools didn't pursue him as much as the other schools – like the private schools did – knowing that he had a high GPA."

– parent of an out-of-state university student

This marks a drop (though not statistically significant) from 81.8% of the class of 1999, but demonstrates that scholarships continue to be more important for the class of 2001 high achievers than they were for their predecessors in the classes of 1995 and 1997, in which 47.4% and 52.9%, respectively, found them important reasons for their choice.

This year's survey found some changes in attitude toward the location of an institution. Though none is statistically significant, taken together they present an interesting picture. High achievers in the class of 2001 are less concerned about the city in which the campus is located (37.7% compared to 53.0% of the class of 1999) and less anxious to get away from home (36.2% compared to 48.5%). A desire to stay close to home was also considered **very** important by a greater proportion of high achievers (37.7% compared to 24.2%). While these students made their decisions about college prior to the events of September 11, it may be that their responses reflect a greater sensitivity to their distance from home as a result of those events.

"He toured a lot of campuses and he liked the excitement and the feel of the urban colleges."

– parent of a high GPA student attending an out-of-state university

Among students selecting other four-year institutions, high achievers, while less concerned about an *inability to afford the cost of OUS* (with 61.7% rating it as not at all important compared to 32.5% of all students), deemed receipt of a *scholarship* and *better financial aid* more important. Students graduating with a high GPA are also significantly more likely than their classmates with lower grade point averages to find *academic reputation* and a *desire to leave Oregon* important.

How Did an OUS Institution Rate in Students' Choices?

Survey results indicate that an Oregon public university figured prominently in the decision making of over one-quarter of the respondents attending other colleges, with almost 14% indicating that an OUS institution was their second choice (Table 14). Students choosing an Oregon independent or out-of-state college approximate the four-year average in the rate at which they apply to OUS and consider an OUS institution their second choice. However, Oregon independent students are more likely than those attending out of state to have strongly considered an Oregon public university.

Over half (52.2%) of all students attending other four-year universities and almost two-thirds (64.0%) of two-year students are still not applying to an Oregon public university at all. In comparison to the class of 1999, however, of those applying, more are considering an Oregon public

university their second choice, particularly those enrolled in four-year colleges. Differences between students attending two-year and four-year colleges may reflect the intention of many two-year students to transfer at a later time, thereby influencing their decision to submit an application directly out of high school.

Do Students at Other Schools Plan to Transfer to OUS Institutions?

To gain further insight into graduates' attitudes toward the Oregon University System, students attending other colleges and universities were asked if they intend to transfer to an Oregon public university at a later time (Table 15). Over half of those asked (50.4%) report some inclination to transfer, with 25.2% definitely planning to transfer and an equal number believing they will probably transfer. As would be expected, there is a statistically significant difference between students currently enrolled in four-year schools and those attending two-year colleges. Fully three-quarters (76.2%) of four-year students consider a transfer unlikely, but over two-thirds (68.0%) of two-year college students believe they will definitely or probably transfer to an Oregon public university. When referenced to an earlier question, we see that 36.3% of Oregon community college students report a definite plan to transfer and an additional 31.7% consider it likely, compared to almost 58% who indicate their intention to transfer was a very important reason for their choice of college.

"I'm doing an Oregon transfer degree."

– Oregon community college student

How Many Oregon High School Graduates Receive Financial Aid for College?

In light of the growing importance of financial aid and to assist in the interpretation of related questions, college-going respondents were asked for the first time if they received various forms of financial aid. Among all college-going respondents, half (50.0%) received a scholarship or grant from the university they are attending, over one-third (36.4%) obtained student loans, and approximately one-fifth (19.6%) were granted work-study benefits (Table 16). Additionally, over one-third (34.6%) received a scholarship from an outside source, such as a community club, business, or church. Predictably, all forms of financial aid were more often given to students attending four-year universities than those at two-year schools (with the exception of the few students attending an Oregon proprietary institution, of whom 72.4% received a scholarship).

"The amount of help that college is giving isn't enough. They have to be self-starters."

– parent of an OUS university student

While the numbers are too small to detect statistically significant differences among four-year college types, some compelling differences emerge from a review of the data. Just under 60% of OUS students receive a scholarship or grant from their school, compared to 77.2% of students at other four-year colleges. Most strikingly, 85.0% of survey respondents attending one of Oregon's independent universities received a scholarship from their school. In fact, a greater proportion of graduates attending Oregon independent universities report the receipt of all types of financial aid than those attending any other sort of university, with 85% receiving school scholarships, 75.2% receiving loans, and 50.4% receiving work-study. Out-of-state four-year institutions appear to provide loans and work-study to roughly the same proportion of students as do Oregon public universities, with about half receiving loans and one-quarter provided with work-study opportunities. However, 75% of Oregon graduates attending out of state were granted scholarships compared to 60% of those attending an OUS institution. Scholarship awards from non-university sources follow the same general pattern; 53.5% of graduates attending Oregon independent universities received such awards compared to 36.3% of OUS students and 47.0% of students attending out of state.

As one would expect, graduates with a high GPA are more likely than other applicants to receive scholarships from any source. High achieving students at OUS institutions are less likely than students with a lower GPA to obtain loans or work-study, while those at other four-year universities are more likely than other students to receive either. This may reflect the higher costs at these schools and the need of students for more funding. A comparison by racial groups indicates that a greater proportion of Oregon's graduates of color receive scholarships than do their white classmates (69.9% compared to 56.6% among those attending OUS institutions). All of these represent statistically significant differences.

To determine what effect the receipt of a scholarship might have on respondents' answers to questions concerning the importance of a scholarship to their choice of college, responses to the two questions were cross-referenced. Of students receiving a scholarship, half (50.7%) of those enrolled at OUS institutions and two-thirds (66.4%) of those enrolled at other colleges consider receipt of a scholarship to be very important to their choice. Interestingly, just over 20% of OUS students consider it not important at all.

What Sources of Information Do High School Graduates Use in Choosing a College?

Taken as a whole, Oregon's high school graduates rely most heavily – and almost equally – on three sources for their information about college (Table 17): information from family and friends (used "a lot" by 37.1%); visits to college campuses (35.3%); and printed materials from colleges, such as booklets and brochures (32.2%). Compared to the class of 1999, graduates of the class of 2001 were significantly more likely to refer to college web sites, used some or a lot by 65.9% (compared to 55.9% for the class of 1999) and published college guides, used some or a lot by 54.2% compared to 38.1% of college-bound respondents in the class of 1999. Respondents also sought information at college fairs and from private college counselors, church groups, newspapers and magazines, and online college comparison sites. While students enrolling in two-year colleges referred to the same sources as their classmates who chose four-year schools, they used each resource to a lesser degree.

What Are Oregon High School Graduates Majoring In?

Like their counterparts in the class of 1999, just under one-quarter of college-bound respondents in the class of 2001 report their major as "undeclared" (Table 18). Unlike the class of 1999, however, that proportion is about the same for students attending four-year and two-year colleges. Almost 6% of all students (8.2% of those at a four-year institution) indicate that they are pursuing more than one major.

"As a teachers' college, it is nationally recognized, and she wants to be a teacher."

– parent of an OUS university student

Among identified majors, six fields of study are the choice of more then 5% of students attending four-year colleges: Business, Natural Sciences, Education, Social Sciences, Engineering, and Liberal Arts/Humanities. More then 5% of students at two-year colleges chose to study Health Professions, Education, Business, Computer Science, Professional/Service Trades, and Pre-Professional Programs. The choice of Pre-Professional Programs by two-year students may represent a confusion of this category with professional trades.

Compared to the class of 1999, Computer Science declined in popularity among four-year students, chosen by only 1.9% of respondents compared to 8.9% of the class of 1999, a statistically significant change. Engineering appears to be slightly more popular (chosen by 8.4% compared to 7.5%), though the difference is not statistically significant. It should be noted that this year's survey separated Engineering from Engineering-related Technologies and Math from Computer Science in order to provide a clearer look at these important fields. With only single

observations in Math and Engineering-related Technologies, however, this separation does not explain the changes noted above.

Male students are significantly more likely than their female classmates to opt for majors in Business (16.7% compared to 8.9%), Engineering (10.8% compared to 1.0%), Computer Science (7.1% compared to 0.3%), and Criminal Justice (3.8% compared to 0.6%). Female graduates, on the other hand, are significantly more likely to pursue Education (15.5% compared to 3.8%) and Health Professions (13.6% compared to 2.3%).

The fields of study preferred by respondents with a high grade point average are similar to those of all respondents choosing a four-year university. However, high achievers in this survey are significantly more likely to choose majors in Natural Sciences (14.0% compared to 4.7%) and significantly less likely to choose Education (6.5% compared to 11.3%) or Business (8.9% compared to 14.2%).

What Do Oregon High School Graduates Hope to Gain from College?

College-going respondents from the class of 2001 were asked what they hope to gain as a result of attending college (Table 19). Among all those responding, close to half (46.8%) cited *preparation for a career or getting a good job*. An additional 28.0% were interested in *pursuing knowledge or obtaining a well-rounded education*, and 25.5% have set the attainment of a *degree, diploma, or certificate* as their goal. Other goals mentioned by Oregon high school graduates include *gaining experience* (8.2%), *ability to support myself or earn a higher income* (7.2%), *pursuit of an interest* (6.6%), and *preparation for the future or future success* (4.5%). A review of statistically significant differences between groups reveals the following:

"Growth as a person – and a career."

– OUS university student

- Students attending Oregon public colleges, both two- and four-year, are more concerned than other students about supporting themselves and preparing for a successful future.
- Among those attending four-year institutions, OUS students are less likely to express a desire for knowledge or a well-rounded education.
- White respondents are more likely than students of color to mention preparation for a job or career.
- Students with a high GPA and women are more likely to consider preparation for further education a goal.
- Parents are much more likely than graduates themselves to mention preparation for a job or career and earning potential; graduates are much more likely to refer to knowledge or a well-rounded education and future success.

Do High School Graduates Not Attending College Plan to Enroll Later?

At the time of the survey, one-quarter (25.0%) of survey respondents had not enrolled in college. Of those, 33.5% reported that they had definite plans to enroll during the next twelve months, with an additional 32.3% indicating they would probably enroll during that time. Accordingly, up to two-thirds of those graduates not currently enrolled are still considering applying to college. This year's survey found no real differences between graduates of differences races or gender in their desire to enroll at a later time.

Why Do Oregon High School Graduates Not Attend College?

As in previous years, the most commonly cited reasons for not attending college (Table 20) are an *inability to afford college* (reported by 26.4% of respondents not currently enrolled), a *desire to take a break from school* (15.7%), and a *work schedule that precludes school* (15.0%). The incidence of respondents mentioning the interference of a work schedule shows a considerable, and statistically significant, drop from the class of 1999 when it was cited by 30.3% of respondents. The various reasons given by respondents tend to fall into several general categories, with *money-related issues* being the most common (noted by 36.2%), followed by a temporary or permanent lack of interest in college. *Lack of preparation; other plans, such as the military or travel;* and *family or personal needs* were also mentioned. It is worth noting that, in their remarks, a number of respondents indicated a continued interest in pursuing their education.

"I am the oldest in my family. I have to pay for bills, cars, house..."

– Oregon high school graduate

What Role Do Graduates' Academic Backgrounds Play in Their Choices?

Several questions were added to the survey concerning the academic background of Oregon's high school graduates. These questions should provide information on the respondents' preparation for college and allow for analysis of the influence background plays in decisions concerning college choice.

Of all members of the survey sample, 97.3% graduated from an Oregon high school with the remainder receiving a GED (Table 21). The vast majority of respondents (88.7%) graduated from a public high school; just under 9% received diplomas from a private high school. Among those graduating from high school, 40.1% took college classes during high

"Programs like EOP and the TRIO program helped kids like me with the background my folks have."

– OUS university student

school. Students who later enrolled in a four-year college were more likely to have completed college-level coursework (51.3%) than their classmates who either chose a two-year college (32.1%) or did not enroll in college (30.6%). High school graduates with a high GPA and those whose parents have a four-year degree are significantly more likely to have taken college classes, as are Asian American students.

According to this survey, 42.4% of high school graduates have at least one parent with a four-year degree. An additional 16.4% report a two-year degree as the highest educational attainment of either parent. Thirty-nine percent of respondents indicate their parents have no college degree. Table 22 shows the relationship between parents' education and the college choices of respondents. These survey results confirm a relationship between parents with four-year college degrees and students' educational patterns, including graduation from a private high school, high GPA, early participation in college classes, college enrollment, and the selection of out-of-state colleges. There is also some indication that parents' education plays a role in students' selection of a major, with children of parents with four-year degrees significantly more likely to choose Natural Sciences, Social Sciences, and Engineering.

What Else Did Respondents Say?

Respondents were offered an opportunity to include additional comments in the study results. These remarks often help elucidate respondents' attitudes toward higher education or Oregon public universities or offer feedback on the survey itself. Appendix 2 presents the unedited comments from this year's survey, compiled separately for respondents attending four-year and two-year institutions, and those not attending college.

Conclusion

With the completion of each biennial survey, we are able to build a clearer picture of the college enrollment patterns and trends among Oregon's high school graduates. These survey results, again, reflect their sensitivity to the economic benefits of postsecondary education as more of them are choosing to attend college. With each study showing a greater proportion of high achievers opting to remain in Oregon for their education, we will continue to explore the reasons for their choices. And, as the cost of obtaining a degree continues to be an issue, we will look further into economic disparities among Oregon's high school graduates and evaluate the effects of scholarships and financial aid.

Table 1

College Enrollment Rates: Class of 2001 Compared to Classes of 1993, 1995, 1997, and 1999

(Percent of Survey Sample)*

	Class of 1993	Class of 1995**	Class of 1997	Class of 1999	Class of 2001
Enrolled in a postsecondary program					
Enrolled fall term after graduation	62.5	63.4	63.9	66.9	68.7
Delayed enrollment until winter term	—	5.8	3.5	3.6	6.3
Total enrolled in a postsecondary program	—	69.2	67.4	70.5	75.0
Not enrolled in any college					
After fall term following graduation	37.5	36.6	36.1	33.1	31.3
After winter term following graduation	—	30.8	32.6	29.5	25.0
Will DEFINITELY enroll within the next 12 months	8.1	10.0	10.1	7.9	8.4
Will PROBABLY enroll within the next 12 months	12.2	6.6	8.6	6.0	8.1
Total who have enrolled or say they will DEFINITELY enroll within 18 months of high school graduation	70.6	79.2	77.5	78.4	83.4
Total who have enrolled or say they will either DEFINITELY or PROBABLY enroll within 18 months of high school graduation	82.8	85.8	86.1	84.4	91.5

* For the class of 1993 survey, sample size is 531; sample sizes for the classes of 1995 and 1997 are 380 and 381, respectively, each with an oversample of 400 responses from ethnic minority graduates. Total sample size for the class of 1999 survey is 1,207, including oversamples for ethnic minority graduates, graduates with a GPA of 3.75 or higher, and graduates from Central Oregon and the Portland metropolitan area. For the class of 2001 survey, sample size is 1,014, including oversamples for ethnic minority and high achieving (high school GPA of 3.75 or higher) graduates. All oversamples have been weighted proportionately and merged into the general sample.

** The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those noted in the original survey report of 1996 (e.g., 63.4% overall compared to 60.3% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

BEST COPY AVAILABLE

Table 2

College Enrollment Rates: Oregon Compared to U.S.

(Percent of High School Graduates)

	Oregon Survey Respondents (2001)*	United States 2000
Gender		
Men	64.4	59.9
Women	73.1	66.2
Total	68.7	63.3
Ethnic Group		
African American	63.5	56.2
American Indian/Alaska Native	67.9	Not reported
Asian American	85.0	Not reported
Hispanic/Latino	59.8	53.0
Native Hawaiian/Pacific Islander	67.6	Not reported
White	67.9	64.0
Mixed race/ethnicity	62.7	Not reported
Declined to respond	100.0	Not reported
Total	68.7	63.3

* For comparison to national data, enrollment rates for survey respondents represent fall term only.

Sources: (1) OUS Institutional Research Services, *Where Have Oregon's Graduates Gone?* Survey of the Oregon high school graduating class of 2001. (2) U.S. Department of Education, *Digest of Education Statistics 2001*, March 2002.

Table 3
College Enrollment Rates: Choice of College Type
(Percent of Survey Sample)

	Class of 1993	Class of 1995*	Class of 1997	Class of 1999	Class of 2001
Four-Year Institutions					
Oregon University System					
Enrolled fall term	17.5	19.5	19.2	23.5	24.0
Delayed to winter term	—	—	0.2	0.4	0.5
Total	—	—	19.4	23.9	24.5
Oregon independent college					
Enrolled fall term	5.3	4.5	5.3	3.7	5.9
Delayed to winter term	—	—	0.0	0.0	0.1
Total	—	—	5.3	3.7	6.0
Oregon other college**					
Enrolled fall term	0.0	0.0	0.4	0.1	0.3
Delayed to winter term	—	—	0.0	0.0	0.0
Total	—	—	0.4	0.1	0.3
Out-of-state four-year institution					
Enrolled fall term	11.7	13.7	10.2	13.1	10.8
Delayed to winter term	—	—	0.0	0.2	0.6
Total	—	—	10.2	13.3	11.4
TOTAL FOUR-YEAR					
Enrolled fall term	34.5	37.7	35.1	40.4	41.0
Delayed to winter term	—	—	0.2	0.6	1.2
Total	—	—	35.3	41.0	42.2
Two-Year & Vocational Institutions					
Oregon community college					
Enrolled fall term	25.2	22.3	24.8	23.1	24.9
Delayed to winter term	—	—	3.1	2.4	4.9
Total	—	—	27.9	25.5	29.8
Oregon proprietary school					
Enrolled fall term	0.6	0.5	1.1	0.9	0.5
Delayed to winter term	—	—	0.0	0.3	0.0
Total	—	—	1.1	1.2	0.5
Out-of-state two-year institution					
Enrolled fall term	2.3	2.9	2.9	1.8	1.9
Delayed to winter term	—	—	0.2	0.2	0.2
Total	—	—	3.1	2.0	2.1
TOTAL TWO-YEAR & VOCATIONAL					
Enrolled fall term	28.1	25.7	28.8	25.8	27.3
Delayed to winter term	—	—	3.3	2.9	5.1
Total	—	—	32.1	28.7	32.4
College Unknown or Refused to Answer					
Enrolled fall term	—	—	—	0.7	0.4
Delayed to winter term	—	—	—	0.1	0.0
Total	—	—	—	0.8	0.4

* The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those noted in the original survey report of 1996 (e.g., 19.5% for OUS compared to 18.5% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

** Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

BEST COPY AVAILABLE

Table 4

Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																				
Male	111	44.8	22	36.1	3	100.0	53	45.7	153	50.7	1	20.0	14	66.7	3	75.0	155	61.0	515	50.8
Female	137	55.2	39	63.9	0	0.0	63	54.3	149	49.3	4	80.0	7	33.3	1	25.0	99	39.0	499	49.2
Total Sample	248	100.0	61	100.0	3	100.0	116	100.0	302	100.0	5	100.0	21	100.0	4	100.0	254	100.0	1,014	100.0
Oregon Region																				
1 - Clatsop, Columbia, Lincoln, Tillamook	13	5.2	2	3.3	0	0.0	6	5.2	16	5.3	0	0.0	1	4.8	0	0.0	18	7.1	56	5.5
2 - Clackamas, Multnomah, Washington, Yamhill	107	43.1	29	47.5	3	100.0	62	53.4	118	39.1	4	80.0	8	38.1	0	0.0	80	31.5	411	40.5
3 - Benton, Lane, Linn, Marion, Polk	67	27.0	10	16.4	0	0.0	23	19.8	87	28.8	1	20.0	4	19.0	3	75.0	61	24.0	256	25.2
4 - Coos, Curry, Douglas, Jackson, Josephine	33	13.3	9	14.8	0	0.0	10	8.6	42	13.9	0	0.0	3	14.3	0	0.0	48	18.9	145	14.3
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	6	2.4	4	6.6	0	0.0	2	1.7	9	3.0	0	0.0	0	0.0	1	25.0	10	3.9	32	3.2
6 - Crook, Deschutes, Jefferson	9	3.6	5	8.2	0	0.0	3	2.6	21	7.0	0	0.0	3	14.3	0	0.0	6	2.4	47	4.6
7 - Grant, Harney, Klamath, Lake	9	3.6	1	1.6	0	0.0	2	1.7	7	2.3	0	0.0	1	4.8	0	0.0	15	5.9	35	3.5
8 - Baker, Malheur, Union, Wallowa	4	1.6	1	1.6	0	0.0	8	6.9	2	0.7	0	0.0	1	4.8	0	0.0	16	6.3	32	3.2
Total Sample	248	100.0	61	100.0	3	100.0	116	100.0	302	100.0	5	100.0	21	100.0	4	100.0	254	100.0	1,014	100.0

continued...

BEST COPY AVAILABLE

Table 4

Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
...continued																				
Ethnic Group																				
African American	2	0.8	1	1.6	0	0.0	1	0.9	5	1.7	0	0.0	1	4.8	0	0.0	4	1.6	14	1.4
Amer. Indian/Alaska Native	5	2.0	1	1.6	0	0.0	0	0.0	8	2.6	0	0.0	1	4.8	0	0.0	5	2.0	20	2.0
Asian American	20	8.1	3	4.9	0	0.0	5	4.3	8	2.6	0	0.0	1	4.8	0	0.0	4	1.6	41	4.0
Hispanic/Latino	11	4.4	1	1.6	0	0.0	3	2.6	19	6.3	2	40.0	2	9.5	0	0.0	19	7.5	57	5.6
Native Hawaiian/Pacific Is.	3	1.2	1	1.6	0	0.0	1	0.9	4	1.3	0	0.0	0	0.0	0	0.0	2	0.8	11	1.1
White	195	78.6	53	86.9	3	100.0	102	87.9	247	81.8	3	60.0	16	76.2	3	75.0	216	85.0	838	82.6
Mixed race/ethnicity	4	1.6	0	0.0	0	0.0	1	0.9	3	1.0	0	0.0	0	0.0	0	0.0	4	1.6	12	1.2
Declined to respond	8	3.2	1	1.6	0	0.0	3	2.6	8	2.6	0	0.0	0	0.0	1	25.0	0	0.0	21	2.1
Total Sample	248	100.0	61	100.0	3	100.0	116	100.0	302	100.0	5	100.0	21	100.0	4	100.0	254	100.0	1,014	100.0
High School GPA																				
3.75-4.00	69	27.8	26	42.6	0	0.0	56	48.3	24	7.9	0	0.0	2	9.5	2	50.0	9	3.5	188	18.5
3.50-3.74	70	28.2	9	14.8	0	0.0	30	25.9	51	16.9	1	20.0	1	4.8	0	0.0	43	16.9	205	20.2
3.25-3.49	34	13.7	7	11.5	0	0.0	20	17.2	44	14.6	0	0.0	1	4.8	0	0.0	23	9.1	129	12.7
3.00-3.24	55	22.2	16	26.2	0	0.0	9	7.8	93	30.8	4	80.0	8	38.1	0	0.0	58	22.8	243	24.0
2.75-2.99	9	3.6	3	4.9	0	0.0	1	0.9	27	8.9	0	0.0	0	0.0	0	0.0	25	9.8	65	6.4
2.50-2.74	7	2.8	0	0.0	0	0.0	0	0.0	32	10.6	0	0.0	6	28.6	0	0.0	48	18.9	93	9.2
2.25-2.49	0	0.0	0	0.0	0	0.0	0	0.0	9	3.0	0	0.0	0	0.0	0	0.0	10	3.9	19	1.9
2.00-2.24	0	0.0	0	0.0	0	0.0	0	0.0	12	4.0	0	0.0	0	0.0	1	25.0	15	5.9	28	2.8
Below 2.00	0	0.0	0	0.0	0	0.0	0	0.0	3	1.0	0	0.0	0	0.0	0	0.0	4	1.6	7	0.7
Unknown	4	1.6	0	0.0	3	100.0	0	0.0	7	2.3	0	0.0	3	14.3	1	25.0	19	7.5	37	3.6
Total Sample	248	100.0	61	100.0	3	100.0	116	100.0	302	100.0	5	100.0	21	100.0	4	100.0	254	100.0	1,014	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 5
Colleges Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																				
Male	111	21.6	22	4.3	3	0.6	53	10.3	153	29.7	1	0.2	14	2.7	3	0.6	155	30.1	515	100.0
Female	137	27.5	39	7.8	0	0.0	63	12.6	149	29.9	4	0.8	7	1.4	1	0.2	99	19.8	499	100.0
Total Sample	248	24.5	61	6.0	3	0.3	116	11.4	302	29.8	5	0.5	21	2.1	4	0.4	254	25.0	1,014	100.0
Oregon Region																				
1 - Clatsop, Columbia, Lincoln, Tillamook	13	23.2	2	3.6	0	0.0	6	10.7	16	28.6	0	0.0	1	1.8	0	0.0	18	32.1	56	100.0
2 - Clackamas, Multnomah, Washington, Yamhill	107	26.0	29	7.1	3	0.7	62	15.1	118	28.7	4	1.0	8	1.9	0	0.0	80	19.5	411	100.0
3 - Benton, Lane, Linn, Marion, Polk	67	26.2	10	3.9	0	0.0	23	9.0	87	34.0	1	0.4	4	1.6	3	1.2	61	23.8	256	100.0
4 - Coos, Curry, Douglas, Jackson, Josephine	33	22.8	9	6.2	0	0.0	10	6.9	42	29.0	0	0.0	3	2.1	0	0.0	48	33.1	145	100.0
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	6	18.8	4	12.5	0	0.0	2	6.3	9	28.1	0	0.0	0	0.0	1	3.1	10	31.3	32	100.0
6 - Crook, Deschutes, Jefferson	9	19.1	5	10.6	0	0.0	3	6.4	21	44.7	0	0.0	3	6.4	0	0.0	6	12.8	47	100.0
7 - Grant, Harney, Klamath, Lake	9	25.7	1	2.9	0	0.0	2	5.7	7	20.0	0	0.0	1	2.9	0	0.0	15	42.9	35	100.0
8 - Baker, Malheur, Union, Wallowa	4	12.5	1	3.1	0	0.0	8	25.0	2	6.3	0	0.0	1	3.1	0	0.0	16	50.0	32	100.0
Total Sample	248	24.5	61	6.0	3	0.3	116	11.4	302	29.8	5	0.5	21	2.1	4	0.4	254	25.0	1,014	100.0

Table 5
Colleges Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
...continued																				
Ethnic Group																				
African American	2	14.3	1	7.1	0	0.0	1	7.1	5	35.7	0	0.0	1	7.1	0	0.0	4	28.6	14	100.0
Amer. Indian/Alaska Native	5	25.0	1	5.0	0	0.0	0	0.0	8	40.0	0	0.0	1	5.0	0	0.0	5	25.0	20	100.0
Asian American	20	48.8	3	7.3	0	0.0	5	12.2	8	19.5	0	0.0	1	2.4	0	0.0	4	9.8	41	100.0
Hispanic/Latino	11	19.3	1	1.8	0	0.0	3	5.3	19	33.3	2	3.5	2	3.5	0	0.0	19	33.3	57	100.0
Native Hawaiian/Pacific Is.	3	27.3	1	9.1	0	0.0	1	9.1	4	36.4	0	0.0	0	0.0	0	0.0	2	18.2	11	100.0
White	195	23.3	53	6.3	3	0.4	102	12.2	247	29.5	3	0.4	16	1.9	3	0.4	216	25.8	838	100.0
Mixed race/ethnicity	4	33.3	0	0.0	0	0.0	1	8.3	3	25.0	0	0.0	0	0.0	0	0.0	4	33.3	12	100.0
Declined to respond	8	38.1	1	4.8	0	0.0	3	14.3	8	38.1	0	0.0	0	0.0	1	4.8	0	0.0	21	100.0
Total Sample	248	24.5	61	6.0	3	0.3	116	11.4	302	29.8	5	0.5	21	2.1	4	0.4	254	25.0	1,014	100.0
High School GPA																				
3.75-4.00	69	36.7	26	13.8	0	0.0	56	29.8	24	12.8	0	0.0	2	1.1	2	1.1	9	4.8	188	100.0
3.50-3.74	70	34.1	9	4.4	0	0.0	30	14.6	51	24.9	1	0.5	1	0.5	0	0.0	43	21.0	205	100.0
3.25-3.49	34	26.4	7	5.4	0	0.0	20	15.5	44	34.1	0	0.0	1	0.8	0	0.0	23	17.8	129	100.0
3.00-3.24	55	22.6	16	6.6	0	0.0	9	3.7	93	38.3	4	1.6	8	3.3	0	0.0	58	23.9	243	100.0
2.75-2.99	9	13.8	3	4.6	0	0.0	1	1.5	27	41.5	0	0.0	0	0.0	0	0.0	25	38.5	65	100.0
2.50-2.74	7	7.5	0	0.0	0	0.0	0	0.0	32	34.4	0	0.0	6	6.5	0	0.0	48	51.6	93	100.0
2.25-2.49	0	0.0	0	0.0	0	0.0	0	0.0	9	47.4	0	0.0	0	0.0	0	0.0	10	52.6	19	100.0
2.00-2.24	0	0.0	0	0.0	0	0.0	0	0.0	12	42.9	0	0.0	0	0.0	1	3.6	15	53.6	28	100.0
Below 2.00	0	0.0	0	0.0	0	0.0	0	0.0	3	42.9	0	0.0	0	0.0	0	0.0	4	57.1	7	100.0
Unknown	4	10.8	0	0.0	3	8.1	0	0.0	7	18.9	0	0.0	3	8.1	1	2.7	19	51.4	37	100.0
Total Sample	248	24.5	61	6.0	3	0.3	116	11.4	302	29.8	5	0.5	21	2.1	4	0.4	254	25.0	1,014	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 6

Importance of Reasons for Choosing an OUS Institution

(N = 248)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Good academic reputation	114	46.0	105	42.3	219	88.3
Could afford the cost	146	58.9	72	29.0	218	87.9
Offers the major I want	157	63.3	47	19.0	204	82.3
Wanted to stay close to home	76	30.6	113	45.6	189	76.2
Campus social environment	63	25.4	102	41.1	165	66.5
Admission requirements I could meet	87	35.1	71	28.6	158	63.7
Size of the campus	43	17.3	99	39.9	142	57.3
Was offered a scholarship	79	31.9	39	15.7	118	47.6
Wanted to get away from home	40	16.1	76	30.6	116	46.8
Got a better financial aid award	65	26.2	44	17.7	109	44.0
Friends were going there	22	8.9	86	34.7	108	43.5
Wanted to live in the city the campus is in	45	18.1	58	23.4	103	41.5
Offers the sports program I want	32	12.9	29	11.7	61	24.6

Reasons for Choosing OUS:
Degree of Importance

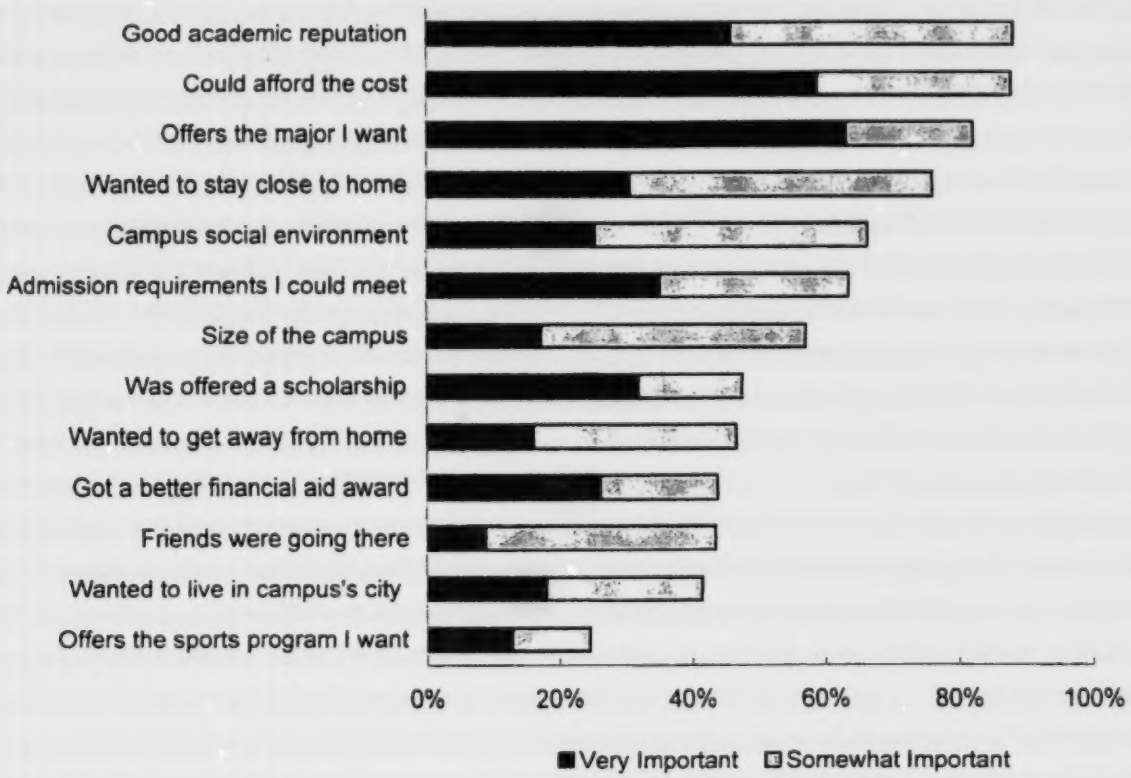


Table 7

Reasons for Choosing an OUS Institution

(Open-Ended Comments)

(N = 248)

Reason	N	% of Respondents Choosing OUS
Wanted to stay closer to home	59	23.8
OUS school has program, courses, classes I wanted	57	23.0
OUS school has high quality program in my major	29	11.7
Overall cost is affordable at OUS institution	29	11.7
Received an academic or athletic scholarship	23	9.3
OUS school has good academic reputation	15	6.0
Wanted or needed to stay in state	15	6.0
Liked the school (general)	15	6.0
Friends or family are going there	13	5.2
Wanted to attend college in this specific locale	13	5.2
Received a good financial aid award	8	3.2
Size of the school is right	8	3.2
Family tradition	8	3.2
OUS school had desired athletics and activities	8	3.2
Liked the campus	6	2.4
Wanted to get away from home	6	2.4
Convenient	6	2.4
Liked the social/cultural environment	5	2.0
Tuition is too high elsewhere	4	1.6
Recommendations from others	3	1.2
Other assorted reasons	12	4.8

Top 10 Reasons for Choosing OUS

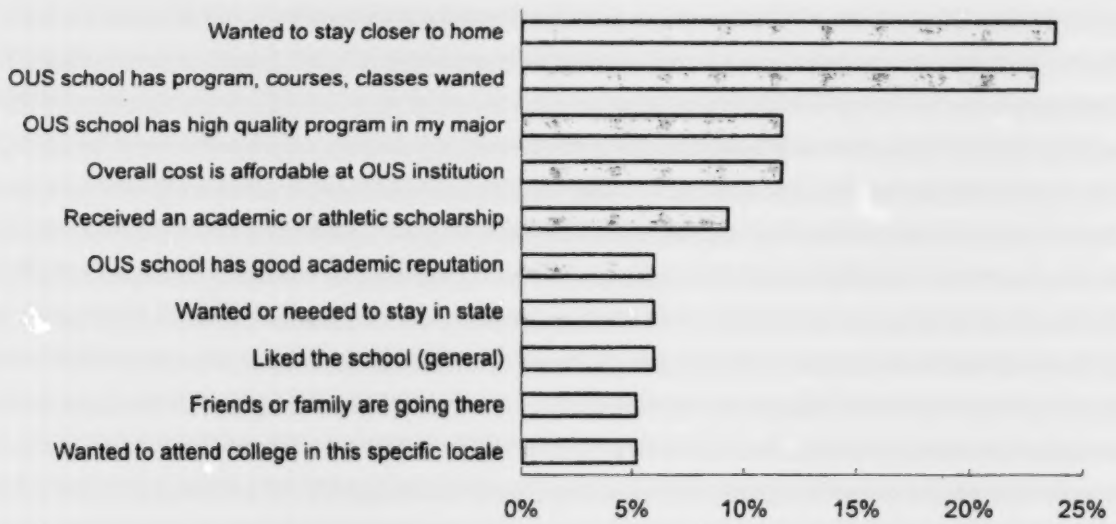

Wanted to stay closer to home
OUS school has program, courses, classes wanted
OUS school has high quality program in my major
Overall cost is affordable at OUS institution
Received an academic or athletic scholarship
OUS school has good academic reputation
Wanted or needed to stay in state
Liked the school (general)
Friends or family are going there
Wanted to attend college in this specific locale
0%
5%
10%
15%
20%
25%

Table 8

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Independent College

(N = 61)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College/program I chose has better academic reputation	40	65.6	12	19.7	52	85.2
Got a scholarship at the college I chose	45	73.8	5	8.2	50	82.0
Better financial aid award at the college I chose	31	50.8	14	23.0	45	73.8
Wanted a college closer to home	16	26.2	14	23.0	30	49.2
OUS didn't offer the major I wanted	11	18.0	10	16.4	21	34.4
Wanted the sports program at the college I chose	16	26.2	3	4.9	19	31.1
Couldn't afford the cost of OUS	9	14.8	10	16.4	19	31.1
Plan to transfer to OUS school later	2	3.3	15	24.6	17	27.9
Worried OUS academic program might be cut	5	8.2	7	11.5	12	19.7
Didn't meet OUS admission requirements	5	8.2	5	8.2	10	16.4
Worried other OUS activity might be cut	1	1.6	6	9.8	7	11.5
Friends are going to the college I chose	1	1.6	2	3.3	3	4.9

Reasons for Choosing an Oregon Independent College Instead of OUS: Degree of Importance

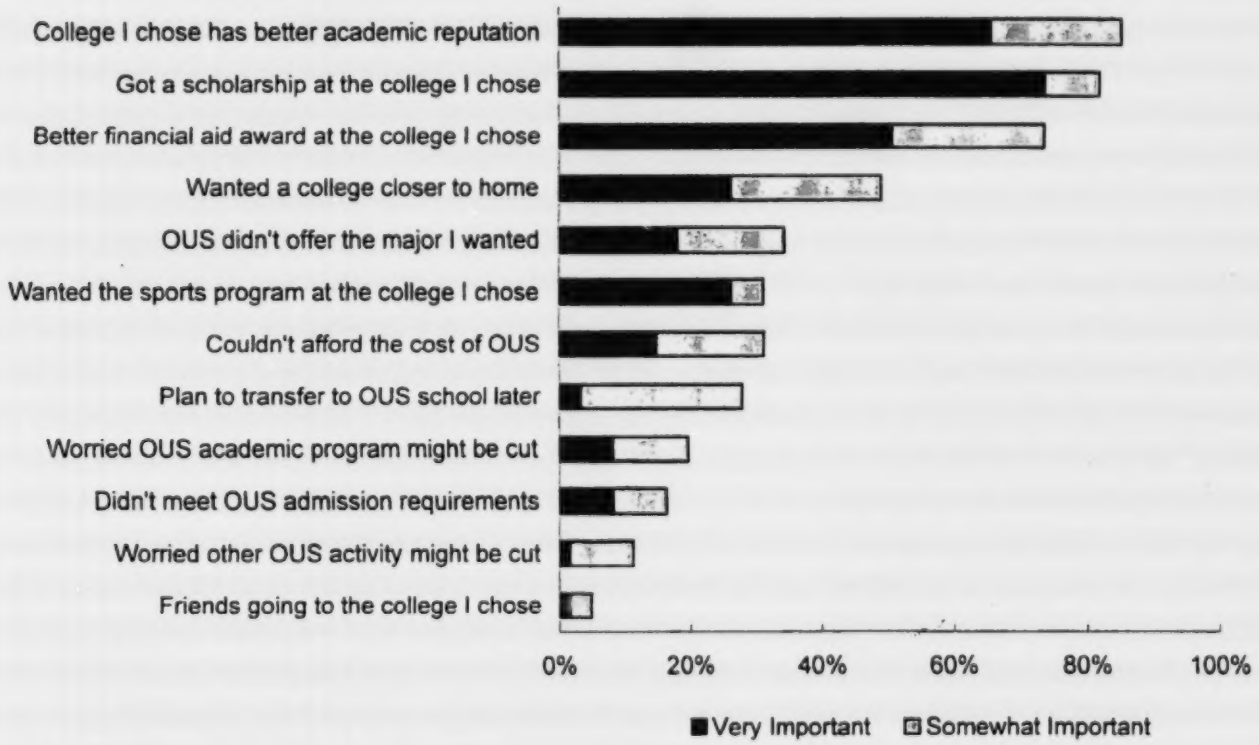

College I chose has better academic reputation
Got a scholarship at the college I chose
Better financial aid award at the college I chose
Wanted a college closer to home
OUS didn't offer the major I wanted
Wanted the sports program at the college I chose
Couldn't afford the cost of OUS
Plan to transfer to OUS school later
Worried OUS academic program might be cut
Didn't meet OUS admission requirements
Worried other OUS activity might be cut
Friends going to the college I chose
0%
20%
40%
60%
80%
100%
Very Important
Somewhat Important

Table 9

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Four-Year Institution

(N = 116)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College/program I chose has better academic reputation	55	47.4	31	26.7	86	74.1
Got a scholarship at the college I chose	68	58.6	12	10.3	80	69.0
Wanted to leave Oregon	51	44.0	22	19.0	73	62.9
Better financial aid award at the college I chose	40	34.5	25	21.6	65	56.0
Wanted the sports program at the college I chose	14	12.1	11	9.5	25	21.6
OUS didn't offer the major I wanted	9	7.8	14	12.1	23	19.8
Wanted a college closer to home	5	4.3	16	13.8	21	18.1
Friends are going to the college I chose	5	4.3	15	12.9	20	17.2
Couldn't afford the cost of OUS	5	4.3	12	10.3	17	14.7
Plan to transfer to OUS school later	3	2.6	9	7.8	12	10.3
Worried OUS academic program might be cut	2	1.7	10	8.6	12	10.3
Didn't meet OUS admission requirements	6	5.2	2	1.7	8	6.9
Worried other OUS activity might be cut	2	1.7	3	2.6	5	4.3

Reasons for Choosing an Out-of-State Four-Year Institution Instead of OUS: Degree of Importance

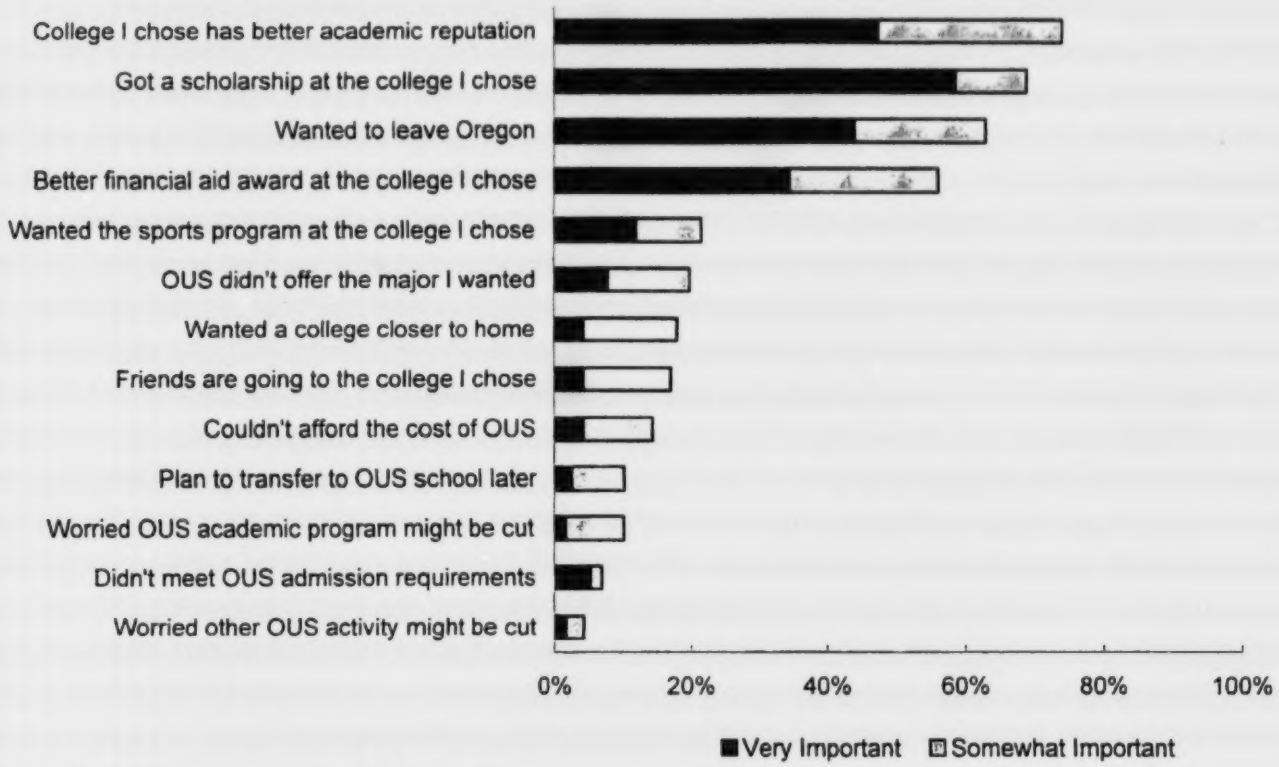

College I chose has better academic reputation
Got a scholarship at the college I chose
Wanted to leave Oregon
Better financial aid award at the college I chose
Wanted the sports program at the college I chose
OUS didn't offer the major I wanted
Wanted a college closer to home
Friends are going to the college I chose
Couldn't afford the cost of OUS
Plan to transfer to OUS school later
Worried OUS academic program might be cut
Didn't meet OUS admission requirements
Worried other OUS activity might be cut
0%
20%
40%
60%
80%
100%
Very Important
Somewhat Important

Table 10

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Community College

(N = 302)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Plan to transfer to OUS school later	175	57.9	64	21.2	239	79.1
Couldn't afford the cost of OUS	112	37.1	99	32.8	211	69.9
Wanted a college closer to home	109	36.1	94	31.1	203	67.2
Better financial aid award at the college I chose	73	24.2	45	14.9	118	39.1
College/program I chose has better academic reputation	56	18.5	55	18.2	111	36.8
Got a scholarship at the college I chose	68	22.5	40	13.2	108	35.8
Friends are going to the college I chose	21	7.0	80	26.5	101	33.4
Didn't meet OUS admission requirements	50	16.6	48	15.9	98	32.5
OUS didn't offer the major I wanted	40	13.2	41	13.6	81	26.8
Wanted the sports program at the college I chose	25	8.3	35	11.6	60	19.9
Worried OUS academic program might be cut	31	10.3	22	7.3	53	17.5
Worried other OUS activity might be cut	11	3.6	15	5.0	26	8.6

Reasons for Choosing an Oregon Community College Instead of OUS: Degree of Importance

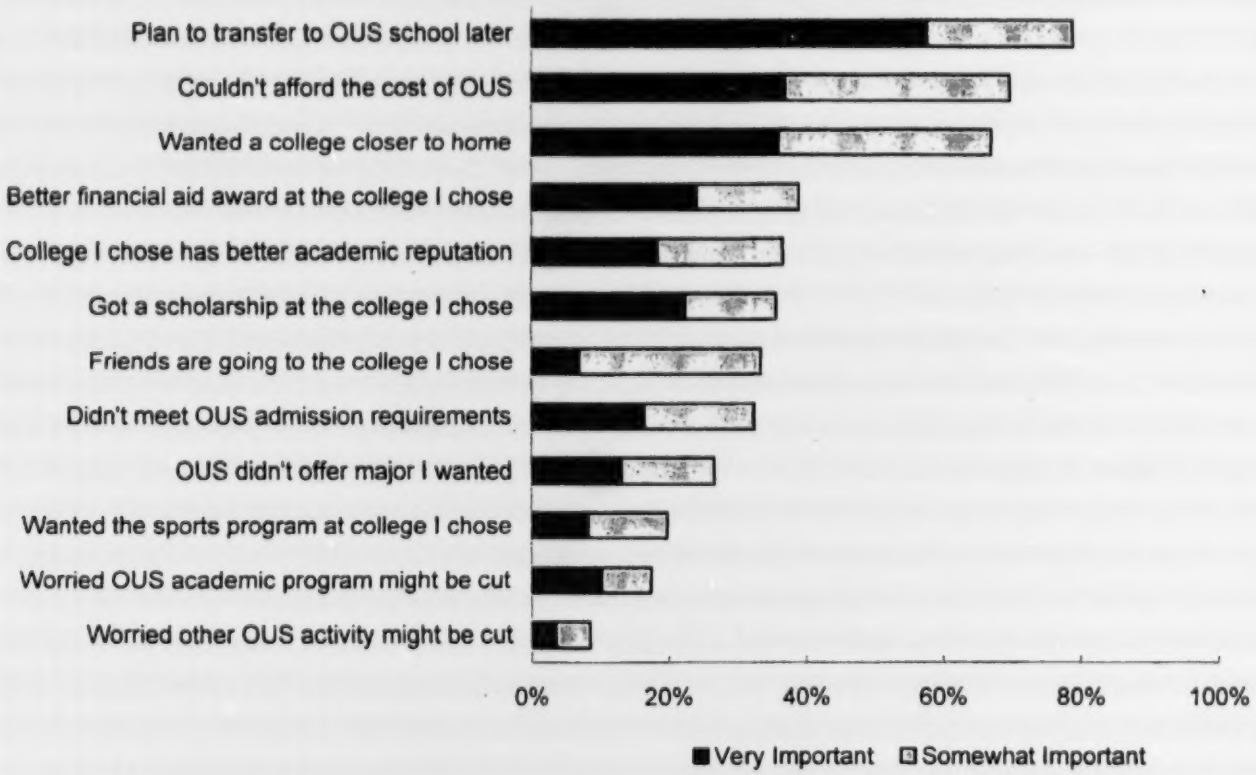

Plan to transfer to OUS school later
Couldn't afford the cost of OUS
Wanted a college closer to home
Better financial aid award at the college I chose
College I chose has better academic reputation
Got a scholarship at the college I chose
Friends are going to the college I chose
Didn't meet OUS admission requirements
OUS didn't offer major I wanted
Wanted the sports program at college I chose
Worried OUS academic program might be cut
Worried other OUS activity might be cut
0%
20%
40%
60%
80%
100%
Very Important
Somewhat Important

Table 11

College Choice of College-Bound Students: High GPA Students Compared to Other Students

College Choice	GPA < 3.75 N	GPA < 3.75 %	GPA 3.75-4.00 N	GPA 3.75-4.00 %
Oregon University System	175	31.1	69	38.5
Oregon independent college	35	6.2	26	14.5
Oregon other college*	0	0.0	0	0.0
Out-of-state four-year institution	60	10.7	56	31.3
Oregon community college	271	48.1	24	13.4
Oregon proprietary school	5	0.9	0	0.0
Out-of-state two-year institution	16	2.8	2	1.1
College unknown or refused to answer	1	0.2	2	1.1
Total enrolled in college**	563	100.0	179	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

** Excludes respondents for whom GPA is unknown (N = 18)

College Choice of College-Bound High GPA Students

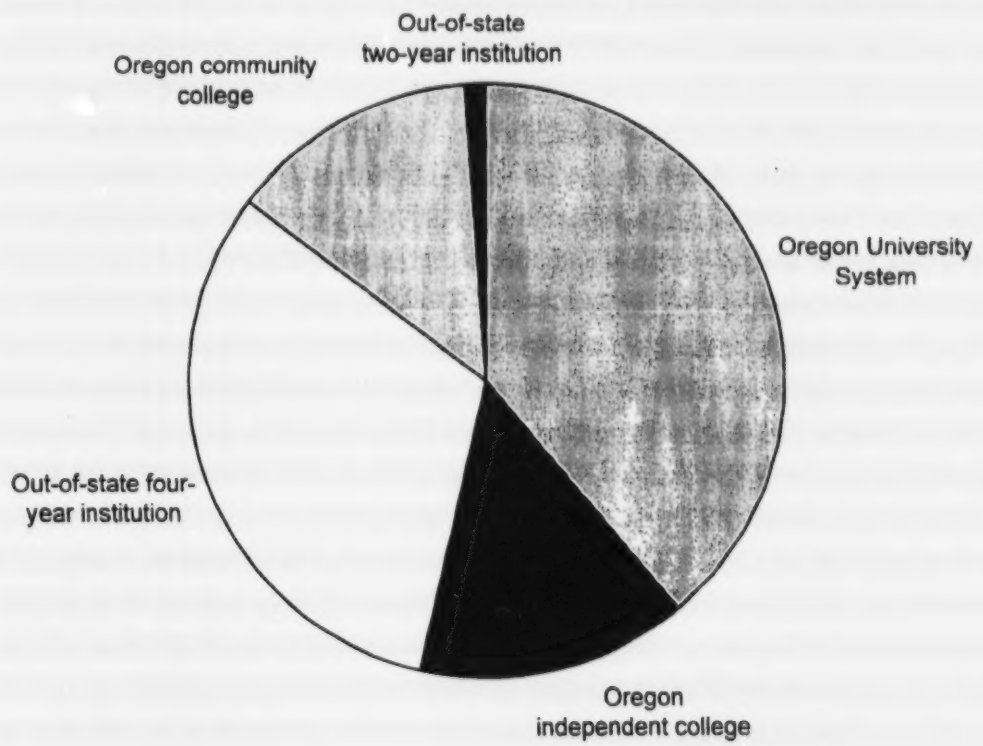


Table 12

College Choice of High GPA Students: Class of 2001 Compared to Classes of 1999, 1997, and 1995

College Choice	Class of 1995 GPA 3.75-4.00 N	%	Class of 1997 GPA 3.75-4.00 N	%	Class of 1999 GPA 3.75-4.00 N	%	Class of 2001 GPA 3.75-4.00 N	%
Oregon University System	19	29.7	17	30.9	66	36.9	69	38.5
Oregon independent college	8	12.5	9	16.4	18	10.1	26	14.5
Oregon other college*	0	0.0	0	0.0	1	0.6	0	0.0
Out-of-state four-year institution	27	42.2	19	34.5	61	34.1	56	31.3
Oregon community college	8	12.5	9	16.4	26	14.5	24	13.4
Oregon proprietary school	0	0.0	0	0.0	1	0.6	0	0.0
Out-of-state two-year institution	2	3.1	1	1.8	5	2.8	2	1.1
College unknown or refused to answer	0	0.0	0	0.0	1	0.6	2	1.1
Total enrolled in college	64	100.0	55	100.0	179	100.0	179	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Class of 2001 Compared to 1999, 1997, and 1995

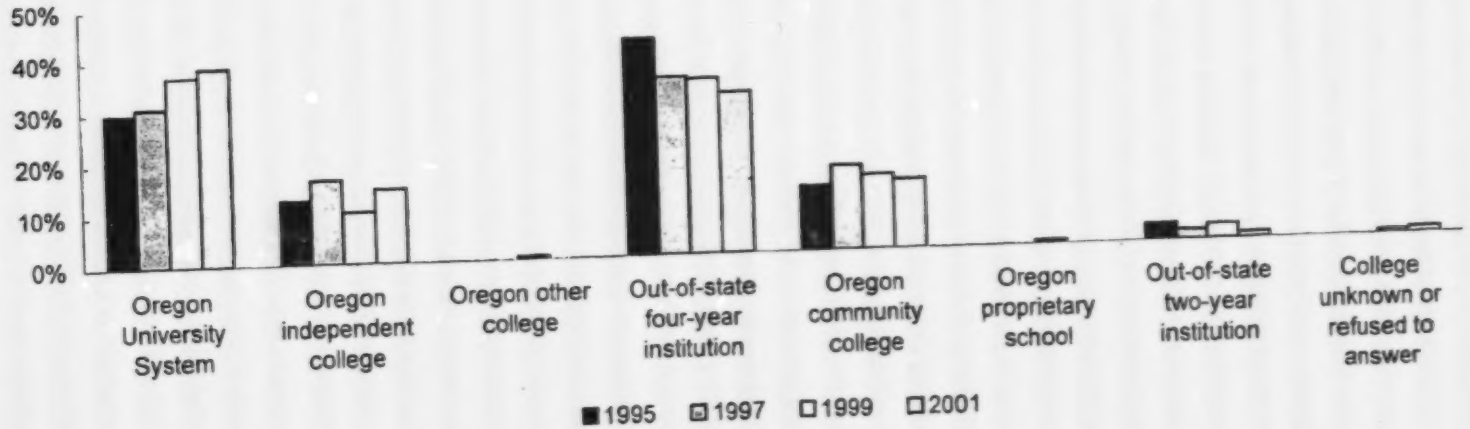


Table 13

Importance of Reasons for Choosing an OUS Institution: High GPA Students

(N = 69)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Good academic reputation	36	52.2	27	39.1	63	91.3
OUS offers the major I want	49	71.0	11	15.9	60	87.0
Could afford the cost	41	59.4	19	27.5	60	87.0
Wanted to stay close to home	26	37.7	28	40.6	54	78.3
Was offered a scholarship	36	52.2	13	18.8	49	71.0
Campus social environment	16	23.2	31	44.9	47	68.1
Size of the campus	16	23.2	23	33.3	39	56.5
Got a better financial aid award	23	33.3	11	15.9	34	49.3
Admission requirements I could meet	19	27.5	14	20.3	33	47.8
Friends were going there	10	14.5	19	27.5	29	42.0
Wanted to live in the city the campus is in	12	17.4	14	20.3	26	37.7
Wanted to get away from home	6	8.7	19	27.5	25	36.2
Offers the sports program I want	8	11.6	5	7.2	13	18.8

Reasons for Choosing OUS among High GPA Students: Degree of Importance

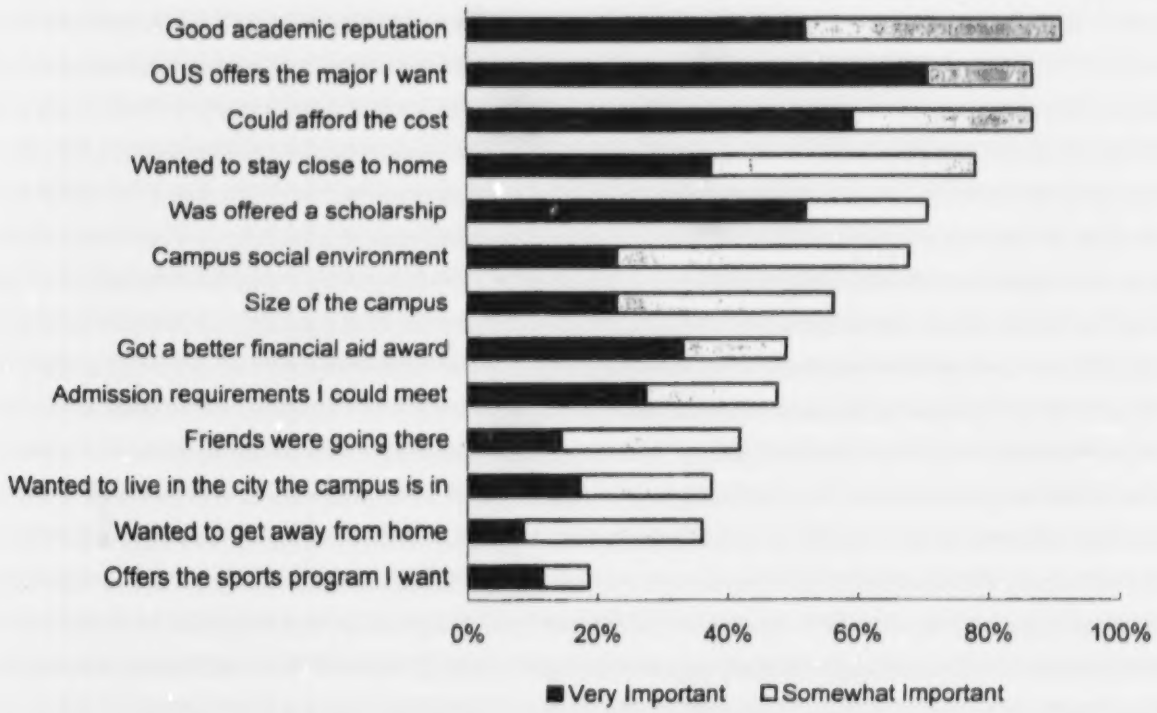


Table 14

How Did an OUS Institution Rate?
Respondents Not Choosing an OUS Institution

Level of Interest in OUS	All Non-OUS Students* N	%	Four-Year Students N	%	Two-Year Students N	%
An Oregon public university was my second choice	70	13.7	31	17.2	39	11.9
Applied to and **strongly** considered attending an Oregon public university	66	12.9	21	11.7	45	13.7
Applied to an Oregon public university, but did not consider it very strongly	51	10.0	28	15.6	23	7.0
Didn't apply to an Oregon public university	306	59.8	94	52.2	210	64.0
No response	19	3.7	6	3.3	11	3.4
Total respondents not choosing OUS	512	100.0	180	100.0	328	100.0

* Includes students whose college is unknown (N = 4)

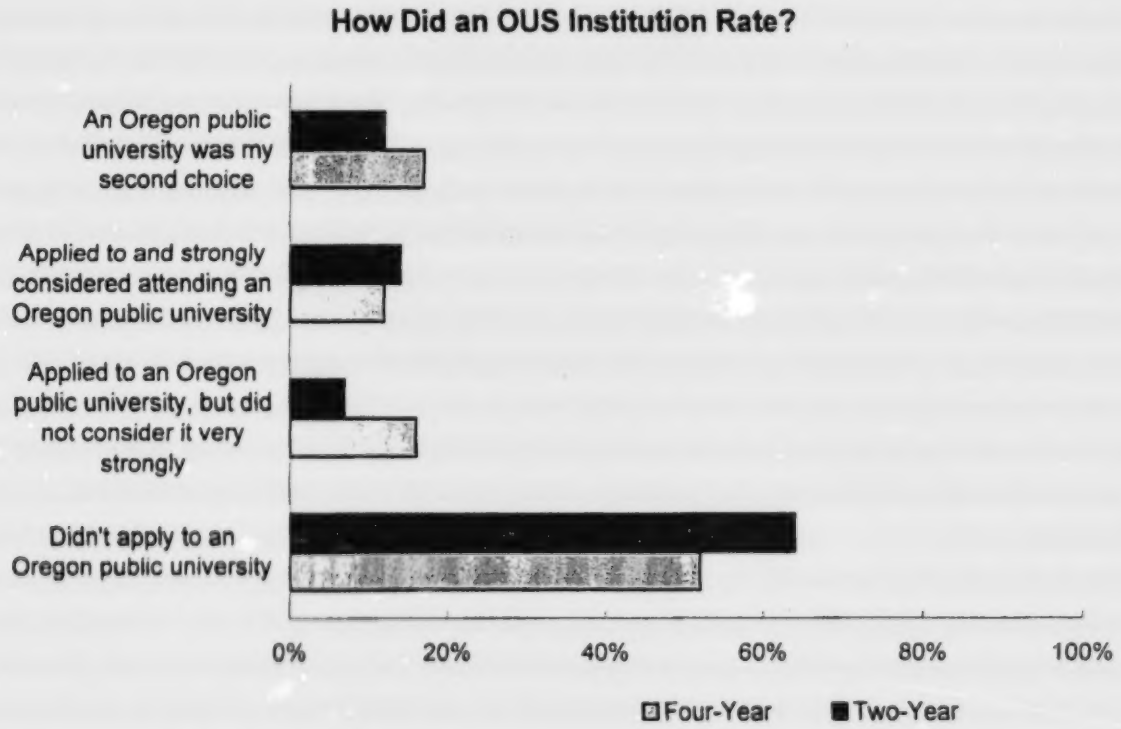

How Did an OUS Institution Rate?
An Oregon public university was my second choice
Applied to and strongly considered attending an Oregon public university
Applied to an Oregon public university, but did not consider it very strongly
Didn't apply to an Oregon public university
0%
20%
40%
60%
80%
100%
Four-Year
Two-Year

Table 15

Plans to Transfer to OUS: Respondents Not Choosing an OUS Institution

Likelihood of Transfer	All Non-OUS Students* N	%	Four-Year Students N	%	Two-Year Students N	%
Will definitely transfer to an OUS institution	129	25.2	6	3.3	119	36.3
Will probably transfer to an OUS institution	129	25.2	24	13.3	104	31.7
Will probably **not** transfer to an OUS institution	114	22.3	64	35.6	50	15.2
Will definitely **not** transfer to an OUS institution	110	21.5	73	40.6	38	11.6
Don't know	30	5.9	13	7.2	17	5.2
Total respondents not choosing OUS	512	100.0	180	100.0	328	100.0

* Includes students whose college is unknown (N = 4)

Table 16

Students Receiving Financial Aid

Financial Aid Type	All Students (N = 760) N	%	OUS Students (N = 248) N	%	Non-OUS 4-Year Students (N = 180) N	%	2-Year Students (N = 328) N	%
School-based aid								
Scholarship or grant	380	50.0	147	59.3	139	77.2	94	28.7
Student loan	277	36.4	127	51.2	98	54.4	52	15.9
Work-study	149	19.6	62	25.0	64	35.6	23	7.0
Outside scholarship	263	34.6	90	36.3	90	50.0	83	25.3

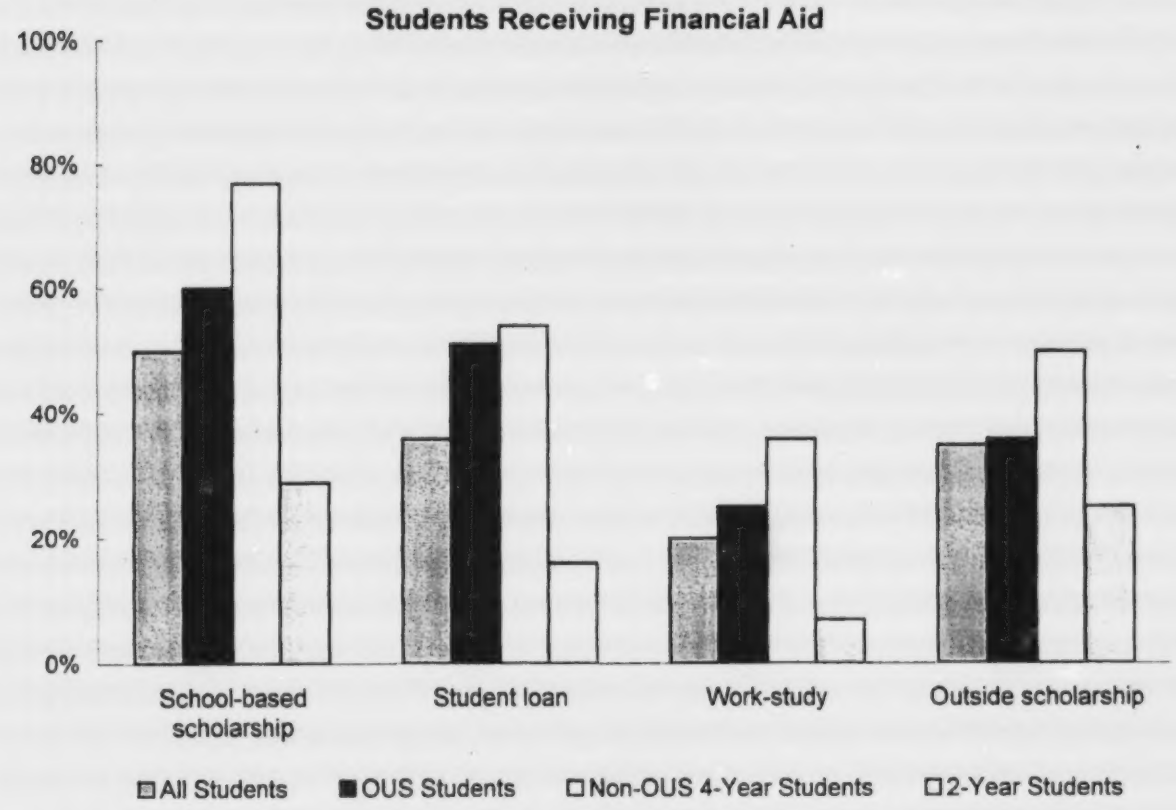


Table 17

Sources of Information Used in Choosing College

(N = 760)

Source	Combined (Used Some or a Lot) N	%	Used a Lot N	%	Used Some N	%	Not Used at All N	%
Booklets, brochures, etc. from college	632	83.2	245	32.2	387	50.9	124	16.3
Information from family and friends	590	77.6	282	37.1	308	40.5	169	22.2
Visit to college campus	554	72.9	268	35.3	286	37.6	205	27.0
Information from high school counselors or teachers	541	71.2	187	24.6	354	46.6	213	28.0
College web sites	501	65.9	212	27.9	289	38.0	250	32.9
Published college guides	412	54.2	129	17.0	283	37.2	335	44.1
Information from college rep visiting my high school	407	53.6	118	15.5	289	38.0	333	43.8

Use of Information in Choosing a College

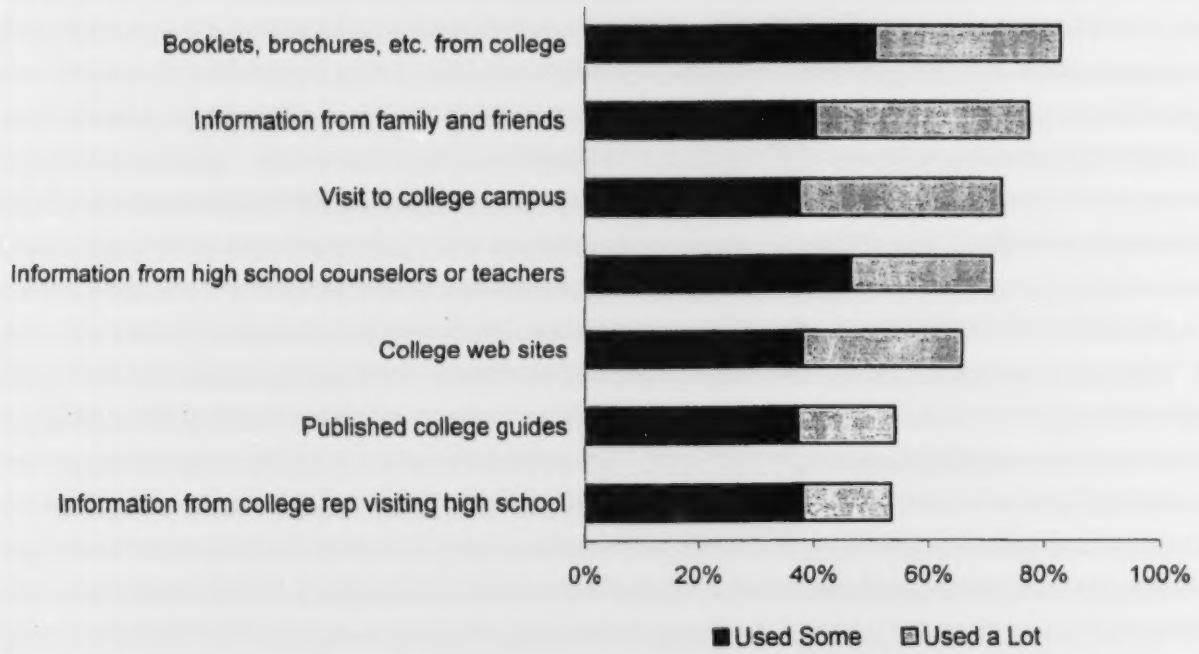


Table 18
Major Field of Study

Respondents attending a four-year institution (N = 428)

Major	N	%*
Undeclared	101	23.6
Business	66	15.4
Natural Sciences	46	10.7
Education	38	8.9
Social Sciences	37	8.6
Engineering	36	8.4
Liberal Arts, Humanities	22	5.1
Health Professions	21	4.9
Fine Arts	16	3.7
Agriculture, Forestry, Marine	13	3.0
Journalism, Communications	11	2.6
Computer Science	8	1.9
Physical Ed., Leisure Studies, Recreation	8	1.9
Pre-Professional Programs (pre-med, vet, law)	7	1.6
Foreign Languages	5	1.2
Architecture and Related Fields	4	0.9
Professional/Service Trades	3	0.7
Home Economics, Family Studies	3	0.7
Engineering-Related Technologies/Other Tech	1	0.2
Criminal Justice, Human Svcs., Public Admin.	1	0.2
Mathematics	1	0.2

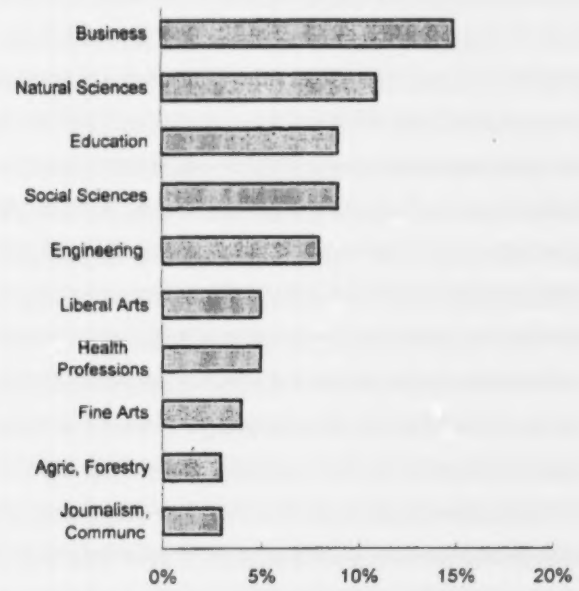
* Percentage totals exceed 100% because multiple majors are included.

Respondents attending a two-year institution (N = 328)

Major	N	%*
Undeclared	73	22.3
Health Professions	41	12.5
Education	37	11.3
Business	30	9.1
Computer Science	18	5.5
Professional/Service Trades	17	5.2
Pre-Professional Programs (pre-med, vet, law)	17	5.2
Liberal Arts, Humanities	16	4.9
Criminal Justice, Human Svcs., Public Admin.	15	4.6
Physical Ed., Leisure Studies, Recreation	13	4.0
Natural Sciences	11	3.4
Social Sciences	10	3.0
Fine Arts	9	2.7
Engineering	6	1.8
Engineering-Related TechnologiesOther Tech	1	0.3
Agriculture, Forestry, Marine	0	0.0
Architecture and Related Fields	0	0.0
Foreign Languages	0	0.0
Home Economics, Family Studies	0	0.0
Journalism, Communications	0	0.0
Mathematics	0	0.0

* Percentage totals exceed 100% because multiple majors are included.

Top 10 Major Fields of Study:
Students at 4-Year Institutions



Top 10 Major Fields of Study:
Students at 2-Year Institutions

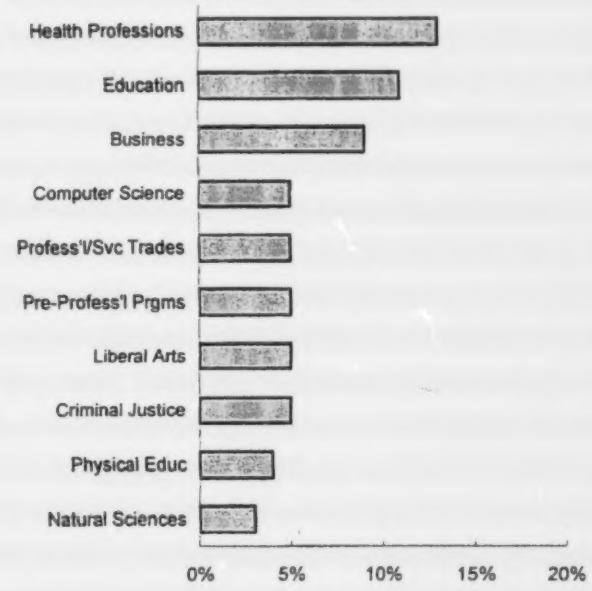


Table 19
Student Goals for College
(Open-Ended Comments)
(N = 760)

Goals	N	% of Respondents Attending College
Preparation for career/get a good job	356	46.8
Knowledge/get a well-rounded education	213	28.0
Get a degree	194	25.5
Experience	62	8.2
Ability to support myself/earn higher income	55	7.2
Pursuit of interest	50	6.6
Preparation for future/success	34	4.5
Preparation for further education	27	3.6
Self-development	20	2.6
Gain a better understanding of what direction to take	16	2.1
Meet new people	12	1.6
Social activities/having fun	5	0.7
Extracurricular activities/sports	4	0.5
Don't know/not sure	41	5.4

Student Goals for College

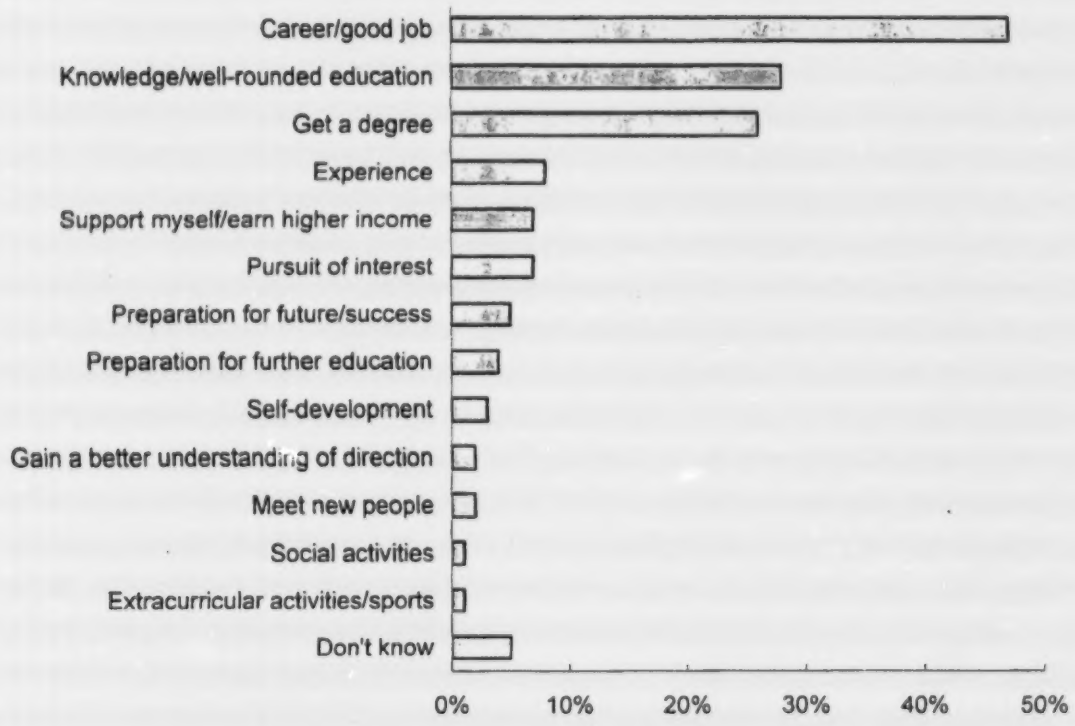


Table 20

Reasons for Not Going to College

(N = 254)

Reason (by category)	N	% of Respondents Not Going to College
Money-related issues	**92**	**36.2**
Can't afford college	67	26.4
Working now to save money to go to college	18	7.1
Wanted to start saving money	4	1.6
Couldn't get enough funding/financial aid	2	0.8
Working to purchase something	1	0.4
Not interested in college at this time	**72**	**28.3**
Wanted to take a break from school	40	15.7
Just didn't want to go to college	18	7.1
More interested in social life than school	11	4.3
Have the job I want now; don't need more education	3	1.2
Unprepared for college	**61**	**24.0**
Couldn't decide what to do	25	9.8
Not ready for college	20	7.9
Didn't have high enough grades for college	6	2.4
Moved and getting settled	4	1.6
Missed deadline for college or loan application	3	1.2
High school didn't prepare me for college	3	1.2
Other plans	**40**	**15.7**
Joined military service (or spouse joined)	25	9.8
Wanted/needed to travel	12	4.7
Military will provide education or pay for it	3	1.2
Work interferes	**38**	**15.0**
Work schedule doesn't allow me to go to college	38	15.0
Family or personal needs	**25**	**9.8**
Family, personal, or health problems preclude college	16	6.3
Have a child to care for	6	2.4
Family responsibilities require me to work instead	3	1.2
Other assorted reasons	16	6.3

Top 10 Reasons for Not Going to College

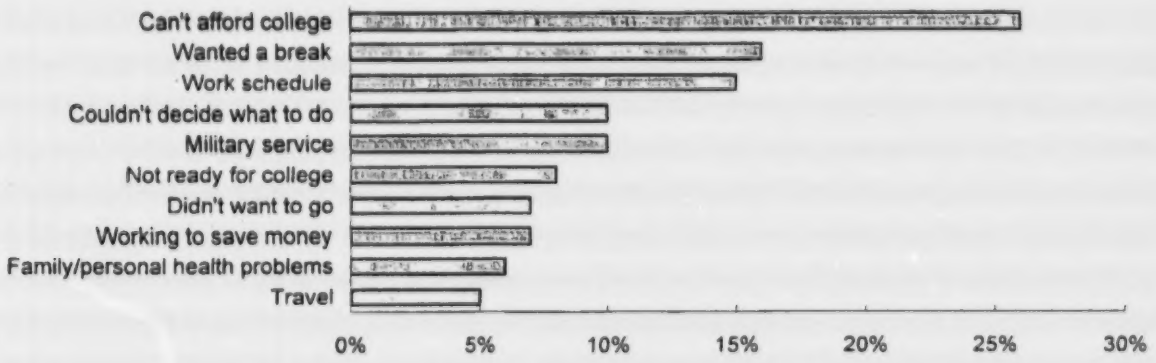


Table 21

Academic Background of Survey Respondents

Secondary Completion

	All Respondents*		Respondents Attending 4-Yr College		Respondents Attending 2-Year College		Respondents Not Attending College	
	N	%	N	%	N	%	N	%
All High School	987	97.3	423	98.8	318	97.0	242	95.3
Public High School	899	88.7	360	84.1	297	90.5	238	93.7
Private High School	88	8.7	63	14.7	21	6.4	4	1.6
GED	27	2.7	5	1.2	10	3.0	12	4.7
All Respondents	1,014	100.0	428	100.0	328	100.0	254	100.0

* Includes students whose college is unknown (N = 4)

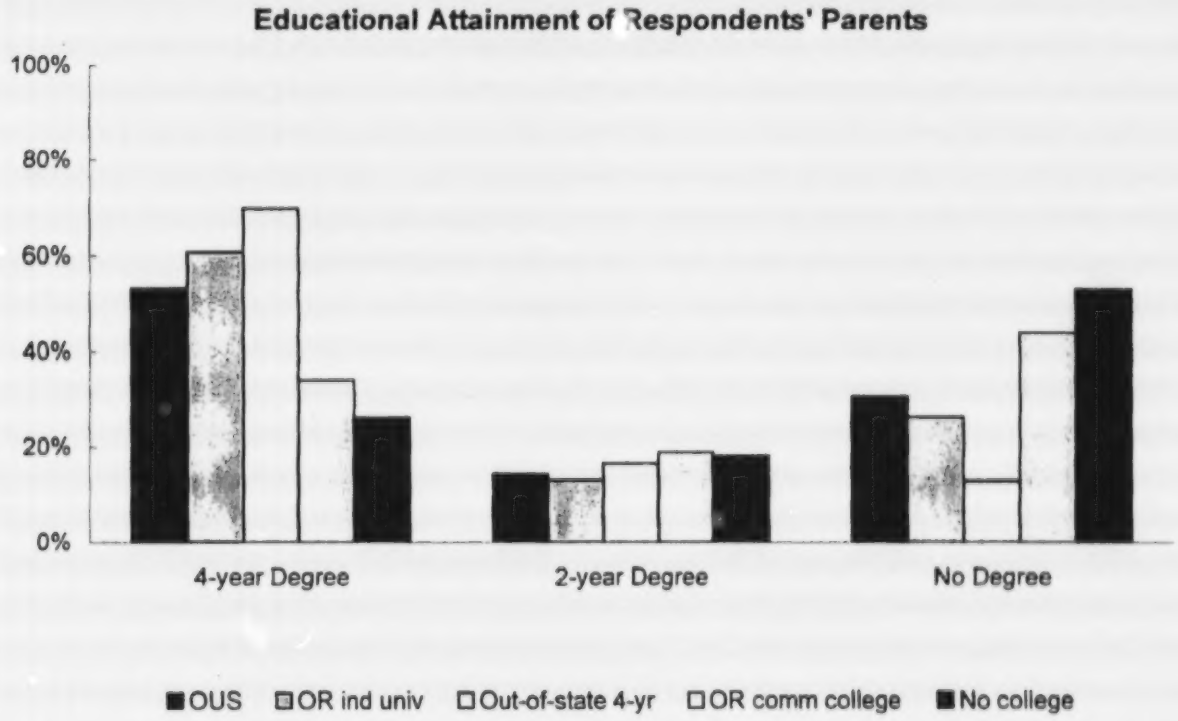
High School Graduates Taking College Classes During High School

	All High School Graduates		H.S. Graduates Attending 4-Yr College		H.S. Graduates Attending 2-Year College		H.S. Graduates Not Attending College	
	N	%	N	%	N	%	N	%
(% of HS grads only)	396	40.1	217	51.3	102	32.1	74	30.6

Table 22

Educational Attainment of Survey Respondents' Parents

Parents' Education	Respondents Attending OUS		Respondents Attending OR independent university		Respondents Attending out-of-state 4-year university		Respondents Attending OR community college		Respondents Not Attending College	
	N	%	N	%	N	%	N	%	N	%
Four-year degree	132	53.2	37	60.7	81	69.8	102	33.8	66	26.0
Two-year degree	35	14.1	8	13.1	19	16.4	57	18.9	46	18.1
No degree	76	30.6	16	26.2	15	12.9	133	44.0	135	53.1
Unknown	5	2.0	0	0.0	1	0.9	10	3.3	7	2.8
All Respondents	248	100.0	61	100.0	116	100.0	302	100.0	254	100.0



Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

Appendix 1
Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

	Survey Respondents		PHSP Database		2001 Oregon Public High School Grads**	
	N	%	N	%	N	%
Gender						
Male	515	50.8	10,792	48.0	14,741	49.2
Female	499	49.2	10,845	48.2	15,198	50.8
Unknown			844	3.8		
*Ethnic Group**						
African American	14	1.4	347	1.5	604	2.0
American Indian/Alaska Native	20	2.0	493	2.2	448	1.5
Asian American	41	4.0	864	3.8	1,269	4.2
Hispanic/Latino	57	5.6	1,278	5.7	1,629	5.4
Native Hawaiian/Pacific Islander	11	1.1	212	0.9	n/a	n/a
White	838	82.6	17,196	76.5	25,782	86.1
Mixed/Unknown/Decline	33	3.3	2,091	9.3	207	0.7
Oregon Region						
1 - Clatsop, Columbia, Lincoln, Tillamook	56	5.5	1,099	4.9	1,514	5.1
2 - Clackamas, Multnomah, Washington, Yamhill	411	40.5	8,870	39.5	12,380	41.4
3 - Benton, Lane, Linn, Marion, Polk	256	25.2	5,917	26.3	7,548	25.2
4 - Coos, Curry, Douglas, Jackson, Josephine	145	14.3	3,023	13.4	3,926	13.1
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	32	3.2	926	4.1	1,242	4.1
6 - Crook, Deschutes, Jefferson	47	4.6	1,209	5.4	1,636	5.5
7 - Grant, Harney, Klamath, Lake	35	3.5	737	3.3	841	2.8
8 - Baker, Malheur, Union, Wallowa	32	3.2	700	3.1	852	2.8
Total	1,014	100.0	22,481	100.0	29,939	100.0

* The oversamples of special populations in the 2001 survey were weighted to match the distribution in the Post-High School Plans database.

** Unlike data reported in previous years, public high school graduates for the class of 2001 do not include students who graduated during the summer of 2001.

Sources: (1) OUS Office of Institutional Research, Class of 2001 PHSP database. (2) Oregon Department of Education, School Finance and Data Information Services.

Other Comments from Survey Respondents

Respondents Attending Four-Year Institutions
Respondents Attending Two-Year Institutions
Respondents Not Attending College

Other Comments

Respondents Attending Four-Year Institutions

My high school was well informed which made my approach to college more prepared.

College is hard; don't go to college.

Willamette sent us a lot of personal mail. There was personal contact made from existing students. That impressed me.

I think Oregon needs to fund its colleges and schools.

One of the reasons she chose private was it was cleaner than the public university.

We have no animosity towards the Oregon school system. It is just if they had the major he chose he would have gone there instead.

Make faculty of colleges more accessible to students who want to attend.

Go to college. It's fun.

Be more interested in what the student is trying to do. I know you guys are looking for specific types of questions so I know you're looking for specific answers to your questions. I don't know how you could ask the questions any different and get the types of answers you're looking for.

The dorms at Concordia University had a lot to do with her decision. She liked them a lot compared to other universities.

I very much appreciate the person doing the poll. I usually don't do these things but it was my son and it was you.

Tell them good luck. I have a lot of friends that enjoy the Oregon schools. Tell them that I really like Ashland and southern Oregon. If I was going to go to a school in Oregon that would probably be it. I think University of Oregon rules for their sport teams, I mean how many schools have a football and basketball team that play so well.

My dad went to University of Oregon and he enjoyed it, but he had a very different major – he was a music major.

It is hard for kids to apply for scholarships. There should be more financial opportunity for creative students.

Lower fees to in-state residents to keep them closer to home.

I don't think people think about programs being cut, the faculty's pay being cut.

If you cut funds of public education, you cut funds for the future.

Should ask why Oregon schools weren't considered - because of cutbacks!

Some high schools could do a better job of informing students of college choices.

The professors of the big colleges are not helping and are being very arrogant which doesn't help the students much.

I really love the University of Oregon; too bad it's in Eugene.

Need to make information more available for foreign exchange students to attend college in USA.

Oregon needs more scholarships for non-minorities - need to give credit for siblings that graduate on scholarship applications.

Secondary to wanting to be in a Christian college, she ruled out the university system because of politics.

One of the negatives to Oregon schools is the size.

If funding does not get under control, they will lose the best students and faculty will leave. This needs in-depth study because funding is all out of whack.

If there was more contact with the college, there would be more influence.

We need more in-depth study of higher education.

The University of Oregon needs to be stronger academically.

As far as other colleges are concerned, I think they discriminate against white students scholarship-wise and financial aid-wise.

I have three students in college and I don't think that Oregon State University really made an effort to make them enroll in school, and for the other part, my daughter's major wasn't available in Oregon State.

Fix the Oregon system funding of financing throughout all the schools.

Oregon schools have a decent background but need to beef up the technical and engineering side of things.

He enjoys the closeness of the small college community.

She is going to Western Unity University.

Wonder why the Oregon schools didn't pursue him as much as the other schools, like the private schools did, with knowing that he had a high GPA.

Not to do the survey.

She wishes Oregon universities will continue to improve on programs and raise their status nationally.

Mom is an Oregon alumnus.

They deserve more scholarships.

Spanish speaking interviewers?

I think that this is what I said I would be doing.

Ask about grade point average in college so you can compare.

The amount of help that college is giving isn't enough. They have to be self-starters.

Programs like E.O.P and the TRIO program helped kids like me with the background my folks have and such. Most colleges need to implement more of them.

The online information was probably most helpful to him.

She probably would have gone to the University of Washington.

Maybe tell them that the propaganda they send us on colleges doesn't really help people because after the first few they just say the same things and people just throw them out. That's been my experience.

Ask where her parents went to school and how that would have influenced her.

Family structure.

Should recruit more women in engineering.

Just don't give my name or number out to anyone.

It's important for seniors to meet representatives.

He's in an honors program which is real influential.

Go for your dreams and don't ever let anyone tell you that you can't do it.

The truthfulness of brochures are not accurate. You should keep closer tabs on the information put out by colleges. We'll seek a different school because of this.

Ask if they think their high school prepared them for college.

Fix the way one qualifies for funding.

One of the reasons we chose University of Oregon is its rank.

It's really difficult to get any kind of financial assistance for college students when parents are above a certain income bracket.

Financial aid is the most important strand holding his college classes.

I think it's a really good trend that the kids want to go to colleges in Oregon now instead of leaving the state for schools. They should continue to keep the kids in the state. I have a daughter who went to California for college and she loves it there. Kids who go out of state have a 50/50 chance of coming back, so I am glad as a taxpayer that we have programs for these students to take advantage of.

She has gay parents and is successful because of that and I think that should be put in the survey.

Other Comments

Respondents Attending Two-Year Institutions

College is really expensive.

I felt that high school counselors gave no help at all and there should be more thorough questions about the competence of high school counselors. They mostly paid attention to 4.00 students.

I just think that when kids are in high school, there needs to be more education.

What do you like about the college you are attending most now? I like the way the teachers work with you instead of public teachers and their straight book learning.

Our educational system needs more support for those who learn.

Full-time active duty in the navy helps a lot with my education.

Wish Oregon State had more culinary arts programs.

Counseling is more important in high school. It is a lot easier in high school before attending college. They need some good guidance.

What did your high school do to encourage students to go to a 4-year university, to show interest in their students.

Wish financial aid guidelines would not include parents' income until the age of 24.

Should mention the difficulty of going into college because the college he goes to he feels like he is getting a 6th grade education.

I think you should pitch the Oregon College Fund more.

Watch out for party schools, too much drugs – need to have a handle on it.

Didn't attend Oregon because of a bad atmosphere

You should include automotive classes in the curriculum – a more extensive program.

Other Comments

Respondents Not Enrolled in College

Busy devoting time to public service and working full time.

Maybe you should ask if they want any information about their university.

Need more supportive counselors, need a more personal touch.

He did his boot camp to get his tuition waiver.

Ask if you're in the military.

I think it would be good to go to college when I can afford it.

I think that the local colleges should get in contact with some of these kids at the end of their sophomore year so they can start making plans as to which college they want to go to and so we as parents can know which college specializes in what careers so we can plan ahead.

In my opinion college is for people who cannot survive in this world without a piece of paper in most situations.

Moving to New York this fall.

The American Program is a really great alternative for kids who can't afford schooling right now.

He's joined the armed services to get his college schooling.

The way funding is going for public schools, I'm sorry for the people going to them now.

Under why he didn't attend college, it could be because he couldn't afford it and his father and I couldn't afford it either for him.

Ask if we were in sports.

What are you doing instead of school and what college would you like to attend – maybe you could ask that.

It was okay.

Ask for siblings next time.

He is in the army.

I do plan to go to college if not in the next 12 months then in the next 24 months.

With the economy so bad it's hard for her to pay for college.

Just that as a young man with disabilities he was able to overcome them and he's living a regular life.

He's going to join the U.S. Army soon.

I do plan to attend college. The only reason I am not in college is because I am on a church mission. I will when I get back.

Survey Instrument

WHERE HAVE OREGON'S GRADUATES GONE?

SURVEY OF THE OREGON HIGH SCHOOL GRADUATING CLASS OF 2001

INTRO:

Hello, my name is __ and I'm calling on behalf of the Oregon University System. We are conducting a survey of the class of 2001 Oregon high school seniors. We got<first>'s name from a survey about <his/her> plans after high school which <he/she> completed a couple of years ago. Do you have about 5 minutes to answer a few questions about what <he/she> has been doing since <he/she> finished high school? I promise that I'm not selling anything and that all of your comments are strictly confidential.

Continue	91	=> SET1
02 ARRANGE-CALLBACK	02	=> /NAME
46 QUALIFIED REFUSAL (FAMILY MEMBER) - THANK AND TERMINATE	46	=> /ATMPT

SET1:

SPEAKING WITH RESPONDENT	1
SPEAKING WITH SOMEONE ELSE REGARDING A MALE RESPONDENT	2
SPEAKING WITH SOMEONE ELSE REGARDING A FEMALE RESPONDENT	3

Q1:

First, did <you/he/she> graduate from high school prior to the fall of 2001?

Yes	1	
No	2	=> Q4
Don't know	8	=> Q4
Refused	9	=> Q4

Q2:

Did <you/he/she> graduate from a public or private high school?

Public high school	1
Private high school	2
Don't know	8
Refused	9

Q3:

Did <you/he/she> take college classes while <you were / he/she was> enrolled in high school?

IF NEEDED: We're talking about college-level academic classes from either a 4-year or 2-year college. This might include college high or concurrent enrollment classes, but would not include vocational classes.

Yes	1	=> Q5
No	2	=> Q5
Don't know	8	=> Q5
Refused	9	=> Q5

Q4:

Did <you/he/she> get a GED or some other equivalent prior to the fall of 2001?

Yes	1	=> Q5
No	2	
Don't know	8	
Refused	9	

Q25NC – INTO5: For non-completers only:

Q25NC:

What is your best estimate of <your/his/her> grade point average <GPA>when <you/he/she> last attended high school?
RECORD AS 3 DIGITS WITH NO DECIMAL POINT, FOR EXAMPLE... 3.0 - ENTER 300 3.4 - ENTER 340 4.0 - ENTER 400
$E
Don't know/Not sure 998
Refused 999

Q26NC:

Does either of <your/his/her> parents have a 4-year college degree?
IF NEEDED: A bachelor's degree or higher.
Yes ..... 1 => Q28NC
No 2
Don't know 8
Refused 9

Q27NC:

Does either of <your/his/her> parents have a 2-year or associate degree?
Yes 1
No 2
Don't know 8
Refused 9

Q28NC:

My last question is just to help us in our analysis. If you don't mind, what is <your/his/her> race or ethnic group? IF SAYS ITALIAN, SWEDISH, IRISH, ETC. ASK: So which of these groups best describes you... (READ 1-6)
American Indian or Alaska Native (Eskimo) 01
Asian 02
Black or African American 03
Hispanic or Latino 04
Native Hawaiian or Pacific Islander 05
White, Caucasian or Middle Eastern? 06
Other (SPECIFY): ..... 97 O
Refused 99

Q29NC:

Before we finish, do you have any other comments you think we should include in our survey?
RECORD COMMENTS ..... 01 O
NO/DON'T HAVE ANY COMMENTS ..... 96 X
Don't know ..... 98 X
Refused ..... 99 X

INT05:

That's all my questions. Thanks so much for taking the time. You have been very helpful!
49 NQ - DID NOT GRADUATE OR GET GED PRIOR TO FALL 2001 49 => GENDR

Q5:

Did <you/he/she> enroll in college in fall 2001?

Yes	1	=> Q7
No	2	
Don't know	8	
Refused	9	

Q6:

Did <you/he/she> enroll in college for winter term? IF NEEDED: Currently enrolled in college?

Yes	1	
No	2	=> Q23A
Don't know	8	=> Q25
Refused	9	=> Q25

Q7:

Did <you/he/she> go to college full-time or part-time? IF NEEDED: Is being a student <your/his/her> main activity? This can also be thought of as taking at least 3 or 4 classes or spending 12 or more hours a week in class.

Full time	1
Part time	2
Don't know	8
Refused	9

Q8:

ACCEPT UP TO 3 MAJORS.

What is <your/his/her> major? IF NEEDED: What program <are you/ is he/she> studying?

AGRICULTURE	006	
ANTHROPOLOGY	010	
ARCHITECTURE	014	
ART	015	
BIOLOGY/BIOLOGICAL SCIENCES	026	
BOTANY	029	
BUSINESS ADMINISTRATION	030	
BUSINESS MANAGEMENT/OFFICE ADMINISTRATION	031	
CHEMISTRY	034	
COMMUNICATIONS	042	
COMPUTER PROGRAMMING	049	
COMPUTER SCIENCE	050	
DRAFTING	069	
DRAMA	070	
ECONOMICS	073	
EDUCATION	074	
ELECTRICIAN	078	
ENGINEERING	082	
ENGLISH LANGUAGE AND LITERATURE	089	
ETHNIC AND CULTURAL STUDIES	100	
FINANCE	104	
FOREIGN LANGUAGES AND LITERATURE	112	
GEOGRAPHY	118	
GEOLOGY	120	
HEALTH PROFESSIONS AND RELATED SCIENCES	129	
HISTORY	133	
HOME ECONOMICS/FAMILY STUDIES	134	
JOURNALISM	149	
LAW	155	
MANAGEMENT	162	
MARKETING/MERCHANDISING	166	
MEDICINE	176	
MILITARY SCIENCE/TECHNOLOGIES	184	
MULTI-DISCIPLINARY/INTERDISCIPLINARY/GENERAL STUDIES	188	
NURSING	197	
PHILOSOPHY	209	
PHOTOGRAPHY	210	
PHYSICAL EDUCATION/EXERCISE AND SPORT SCIENCE	211	
PLANT SCIENCES	217	
POLITICAL SCIENCE/INTERNATIONAL RELATIONS	218	
PSYCHOLOGY	225	
SOCIOLOGY/SOCIAL STUDIES	242	
SOFTWARE ENGINEERING TECHNOLOGY	243	
SPEECH	247	
ZOOLOGY	267	
UNDECIDED OR UNDECLARED	996	
OTHER (SPECIFY:)	997	O
DON'T KNOW/NOT SURE	998	X
REFUSED	999	X

Q9:

ONE ANSWER ONLY. IF OTHER, SPECIFY COLLEGE NAME, STATE, CAMPUS AND/OR CITY.

When <you/he/she> first enrolled, which college did <you/he/she> attend?

(NOTE: One college only. If multiple colleges, record fall term enrollment only. If concurrent enrollment at multiple colleges, record the primary college or the college at which student intends to pursue a degree.)

INTERVIEWERS, IF RECORDING A COLLEGE UNDER "OTHER" PLEASE RECORD NAME OF COLLEGE, STATE AND CAMPUS NAME OR CITY.

Eastern Oregon University	001	=> Q17
Oregon Health and Science University	002	=> Q17
Oregon Institute of Technology	003	=> Q17
Oregon State University	004	=> Q17
Oregon State University - Cascades Campus (or Bend Campus)	005	=> Q17
Portland State University	006	=> Q17
Southern Oregon University	007	=> Q17
University of Oregon	008	=> Q17
Western Oregon University	009	=> Q17
Other (SPECIFY NAME, STATE, CAMPUS OR CITY):	997	O
Don't know/not sure	998	X
Refused	999	X

Q10:

What were the reasons <you/he/she> did not choose one of the public 4-year universities in the Oregon University System? IF NEEDED: Anything that was important to <you/him/her> when <you/he/she> decided to go to college? (May need to clarify that the Oregon University System consists of the 4-year public universities in Oregon.) PROBE AGAIN: Are there any other reasons <you/he/she> chose the college <you/he/she> attended?

RECORD COMMENTS	01	O
I DID CHOOSE ONE OF THE PUBLIC 4 YEAR UNIVERSITIES IN THE OUS SYSTEM	96	X => Q17
Don't know/Not sure	98	X
Refused	99	X

Q11X:

This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, please tell me if it was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school. First reason is...

Continue	1	D

Q11A:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Oregon public university didn't offer desired major. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important	1
Not very important	2
Somewhat important	3
Very important	4
Don't know/not sure	8
Refused	9

Q11B:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Couldn't afford the cost of an Oregon public university. Would you say this reason was

not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11C:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Didn't meet admission requirements. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11D:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Got scholarship at the college I chose. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11E:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Better financial aid at college I chose. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11F:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Wanted to leave Oregon. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11G:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) College or program I chose has better academic reputation. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11H:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Wanted college closer to home. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11I:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Wanted sports program at college I chose. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11J:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Plan to transfer to Oregon public university later. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11K:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Worried that the academic program or major I want at the Oregon public university might be cut. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11L:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Worried that some other program or activity at Oregon public university might be cut . IF NEEDED: By some other program or activity I mean sports or extracurricular activity. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q11M:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to some other school.) Friends were going there. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to some other school?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q12:

READ 1-4

As <you/he/she> considered which college to attend, how did <you/he/she> rate the Oregon public universities? Would you say <you/he/she> felt …

An Oregon public university was <your/his/her> second choice.....1
<you/he/she> applied to and strongly considered attending an Oregon public university.....2
<you/he/she> applied to an Oregon public university, but did not consider it very strongly....3
<you/he/she> didn't apply to an Oregon public university at all.....4
Don't know/not sure 8
Refused.....9

Q13X:

When <you/he/she> made <your/his/her> decision about which college to attend, how much did <you/he/she> use each of the following sources of information. The first source of information is…

Continue .....1 D

Q13A:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Booklets, brochures, or other printed material from the college? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some 2
Used a lot 3
Don't know/not sure 8
Refused.....9

Q13B:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) College web sites? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some 2
Used a lot 3
Don't know/not sure 8
Refused.....9

Q13C:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Published college guides or rankings, either in print or online?
IF NEEDED: Such as Peterson's, Fiske, or Princeton guides or U.S. World & News Report ranking. Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some 2
Used a lot 3
Don't know/not sure 8
Refused.....9

Q13D:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from high school counselors or teachers? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all....1
Used some....2
Used a lot....3
Don't know/not sure....8
Refused....9

Q13E:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from family or friends? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all....1
Used some....2
Used a lot....3
Don't know/not sure....8
Refused....9

Q13F:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from college representative visiting <your/his/her> school? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all....1
Used some....2
Used a lot....3
Don't know/not sure....8
Refused....9

Q13G:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) A visit to college campus? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all....1
Used some....2
Used a lot....3
Don't know/not sure....8
Refused....9

Q13H:

Besides what we've already discussed, did <you/he/she> use any other sources of information when making a decision about which college to attend? IF YES: What other information did <you/he/she> use?

Yes - (RECORD COMMENTS)....01 O
NONE/No other sources of information were used....96 X => WORD8
Don't know/Not sure....98 X => WORD8
Refused....99 X => WORD8

Q13HB:

Would you say<Q13H>was used some, or a lot? IF NEEDED: When making <your/his/her> decision about which college to attend?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q14X:

Next, please think about <your/his/her> college finances and/or grants. Did <you/he/she> receive any of the following types of financial aid from the college <you are / he/she is> now attending. Do not include financial assistance from community or other groups. Did <you/he/she> receive... IF SAYS THEY AREN'T CURRENTLY ATTENDING COLLEGE: Please think back to when you were last enrolled.

Continue.....1 D

Q14A:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?) Scholarships or grants?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q14B:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?) A student loan?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q14C:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?) Work study?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q15:

College students have obtained financial assistance from other sources, outside the college, such as a scholarship from the Rotary Club, a parent's employer or a local bank or church. Did <you/he/she> receive any scholarship from another source?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q16:

READ 1-4.

<Do you / Does he/she> have any plans to transfer to an Oregon public university at a later time? Would you say <you/he/she> will…

DEFINITELY transfer (to an OSU university)	1	=> Q22
PROBABLY transfer	2	=> Q22
Will PROBABLY not transfer	3	=> Q22
Or DEFINITELY not transfer?	4	=> Q22
Don't know/not sure - DO NOT READ	8	=> Q22
Refused - DO NOT READ	9	=> Q22

Q17:

PROBE AND CLARIFY

Why did <you/he/she> choose the Oregon public university <you/he/she> attended?

IF NEEDED: Anything that was important to <you/him/her> when <you/he/she> decided to go to college.

PROBE AGAIN: Are there any other reasons <you/he/she> chose the college <you/he/she> attended?

RECORD COMMENTS	01	
Don't know/Not sure	98	X
Refused	99	X

Q18X:

This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, please tell me if it was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to a Oregon Public University. The first reason is…

Continue	1	D

Q18A:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) The college offers the major I want. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important	1
Not very important	2
Somewhat important	3
Very important	4
Don't know/not sure	8
Refused	9

Q18B:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Wanted to stay close to home. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important	1
Not very important	2
Somewhat important	3
Very important	4
Don't know/not sure	8
Refused	9

Q18C:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Wanted to get away from home. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18D:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Good academic reputation. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18E:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Campus social environment. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18F:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) The college offers the sports program I want. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18G:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Size of the campus. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18H:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Wanted to live in the city the campus is in. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18I:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Could afford the cost. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18J:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) I was offered a scholarship. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18K:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Got a better financial aid award. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18L:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Admission requirements I could meet. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q18M:

IF NEEDED: (Please tell me how important this reason was in <your/his/her> decision to go to an Oregon Public University.) Friends were going there. Would you say this reason was not at all important, not very important, somewhat important or very important in <your/his/her> decision to go to an Oregon Public University?

Not at all important 1
Not very important 2
Somewhat important 3
Very important 4
Don't know/not sure 8
Refused 9

Q19X:

When <you/he/she> made <your/his/her> decision about which college to attend, how much did <you/he/she> use each of the following sources of information. The first source of information is...

Continue ..... 1 D

Q19A:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use...) Booklets, brochures, or other printed material from the college? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all 1
Used some 2
Used a lot 3
Don't know/not sure 8
Refused 9

Q19B:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) College web sites? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q19C:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Published college guides or rankings, either in print or online? IF NEEDED: Such as Peterson's, Fiske, or Princeton guides or U.S. World & News Report ranking. Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q19D:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from high school counselors or teachers? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q19E:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from family or friends? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q19F:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use…) Information from college representative visiting <your/his/her> school? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

81

Q19G:

IF NEEDED: (When making <your/his/her> decision about which college to attend, how much did <you/he/she> use...) A visit to college campus? Would you say <you/he/she> didn't use them at all, used them some or used them a lot?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q19H:

Besides what we've already discussed, did <you/he/she> use any other sources of information when making a decision about which college to attend? IF YES: What other information did <you/he/she> use?

Yes - (RECORD COMMENTS).....01 O
NONE/No other sources of information were used.....96 X => Q20X
Don't know/Not sure.....98 X => Q20X
Refused.....99 X => Q20X

Q19HB:

Would you say<Q19H>was used some, or a lot? IF NEEDED: When making <your/his/her> decision about which college to attend?

Didn't use at all.....1
Used some.....2
Used a lot.....3
Don't know/not sure.....8
Refused.....9

Q20X:

Next, please think about <your/his/her> college finances and/or grants. Did <you/he/she> receive any of the following types of financial aid from the college <you are / he/she is> now attending. Do not include financial assistance from community or other groups. Did <you/he/she> receive... IF SAYS THEY AREN'T CURRENTLY ATTENDING COLLEGE: Please think back to when you were last enrolled.

Continue.....1 D

Q20A:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?) Scholarships or grants?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q20B:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?) A student loan?

Yes.....1
No.....2
Applied/Pending.....3
Don't know/not sure.....8
Refused.....9

Q20C:

IF NEEDED: (Did <you/he/she> receive any of the following types of financial aid from the college?)
Work study?

Yes 1
No 2
Applied/Pending 3
Don't know/not sure 8
Refused 9

Q21:

College students have obtained financial assistance from other sources, outside the college, such as a scholarship from the Rotary Club, a parent's employer or a local bank or church. Did <you/he/she> receive any scholarship from another source?

Yes 1
No 2
Applied/Pending 3
Don't know/not sure 8
Refused 9

Q22:

What <Do you / Does he/she> most hope to gain from <your/his/her> college education?

RECORD COMMENTS ..... 01 O
Don't know/Not sure ..... 98 X
Refused ..... 99 X

Q23A:

ONE ANSWER ONLY!

Can you tell me the major reason <you/he/she> decided not to go to college during this past fall or winter term? IF NEEDED: Anything you can think of that would have been the main thing affecting the choice of what to do. IF MULTIPLE REASONS GIVEN: Of the reasons you just mentioned, which would you say is the main reason?

RECORD MAIN REASON ..... 01 O
Don't know/Not sure ..... 98 X => Q24
Refused ..... 99 X => Q24

Q23B:

Were there any other reasons <you/he/she> decided not to go to college? PROBE: Any others?

RECORD OTHER REASONS ..... 01 O
NONE, NO OTHER REASONS ..... 96 X
Don't know/Not sure ..... 98 X
Refused ..... 99 X

Q24:

READ 1-4

<Do you / Does he/she> plan to enroll in college sometime during the next 12 months? Would you say <you/he/she> . . .

DEFINITELY WON'T enroll 1
PROBABLY WON'T enroll 2
PROBABLY will enroll 3
Or DEFINITELY will enroll? 4
Don't know/not sure - DO NOT READ 8
Refused - DO NOT READ 9

BEST COPY AVAILABLE

Q25:

What is your best estimate of <your/his/her> grade point average <GPA>when <you/he/she> last attended high school? RECORD AS 3 DIGITS WITH NO DECIMAL POINT, FOR EXAMPLE... 3.0 - ENTER 300 3.4 - ENTER 340 4.0 - ENTER 400

Don't know/Not sure 998
Refused 999

Q26:

Does either of <your/his/her> parents have a 4-year college degree? IF NEEDED: A bachelor's degree or higher.

Yes ..... 1 => Q28
No 2
Don't know 8
Refused 9

Q27:

Does either of <your/his/her> parents have a 2-year or associate degree?

Yes 1
No 2
Don't know 8
Refused 9

Q28:

My last question is just to help us in our analysis. If you don't mind, what is <your/his/her> race or ethnic group? IF SAYS ITALIAN, SWEDISH, IRISH, ETC. ASK: So which of these groups best describes you... (READ 1-6)

American Indian or Alaska Native (Eskimo) 01
Asian 02
Black or African American 03
Hispanic or Latino 04
Native Hawaiian or Pacific Islander 05
White, Caucasian or Middle Eastern? 06
Other (SPECIFY): ..... 97 O
Refused ..... 99 X

Q29:

Before we finish, do you have any other comments you think we should include in our survey?

RECORD COMMENTS ..... 01 O
NO/DON'T HAVE ANY COMMENTS ..... 96 X
Don't know ..... 98 X
Refused ..... 99 X

GENDR:

DO NOT ASK!

RECORD GENDER

Male 1
Female 2

INT01:

Thank you for you time and cooperation.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").